

CHILDHOOD EDUCATION

Published by the

INTERNATIONAL KINDERGARTEN UNION

1918 HARFORD AVENUE
BALTIMORE, MD.

and

1201 SIXTEENTH STREET, N. W.
WASHINGTON, D. C.

8

Vol. VI.

JUNE, 1930

No. 10

Table of Contents

OUR AMERICAN SPEECH: "A RESPONSIBILITY OF THE SCHOOLS" <i>Emma Grant Meader</i>	435
STUDIES AND INVESTIGATIONS FROM THE FIELD <i>Mary Dabney Davis</i>	440
REPORT OF THE COMMITTEE ON TIME AND PLACE. <i>Bertha M. Barwis</i>	442
AN AMBITIOUS PROGRAM FOR THE WELFARE OF YOUNG CHILDREN. <i>H. E. Barnard</i>	443
MEASURES WHICH CAN BE USED IN KINDERGARTENS TO PRE- VENT READING DISABILITY CASES. <i>Helen Coe Clowes</i>	452
REPORT OF CONFERRING COMMITTEE ON REORGANIZATION. <i>Edna Dean Baker</i>	459
THE INTERNATIONAL KINDERGARTEN UNION CHANGES ITS NAME.....	460
RESEARCH COMMITTEE, REPORT OF PROGRESS. <i>Bessie Lee Gambrill</i>	461
REPORT OF THE LITERATURE COMMITTEE. <i>Mary Lincoln Morse</i>	464
GLEANINGS FROM STATE REPORTS. <i>Frances Kern</i>	466
RESULTS OF THE INTERNATIONAL KINDERGARTEN UNION QUES- TIONNAIRE ON NATURE STUDY. <i>Theodosia Hadley</i>	469
INDEX TO VOLUME VI.....	474



AN IMPORTANT PHASE OF THE MEMPHIS CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION WAS THE OBSERVATION OF CLASSROOM WORK IN A NUMBER OF PUBLIC SCHOOLS SELECTED FOR THE PURPOSE. THIS GROUP IS OBSERVING AND TAKING PART IN A FOLLOW-UP CONFERENCE UNDER THE LEADERSHIP OF MISS CAROLINE W. BARBOUR



CHILDHOOD EDUCATION

For the Advancement of Nursery—Kindergarten—Primary Education

Vol. VI

JUNE, 1930

No. 10

Our American Speech--A Responsibility of the Schools

EMMA GRANT MEADER

Russell Sage Foundation, Troy, New York

"AS we would have life, so must education be." I would paraphrase this quotation and say "As we would have speech in America, so must our speech education be." In various ways America is being interpreted to herself and to the world as never before, for America is speaking at Peace Conferences, over the radio, on the telephone and in the talking movies. America is being judged and misjudged not only by what she says, but by the way she says it. It would seem, therefore, that both parents and teachers in this country have a responsibility for the speech of children, not only for the grammar and the choice of words, but for the beauty of each child's speech. This is a responsibility to which, as yet, we are unaroused and unawakened.

Perhaps you will agree with me that it is a rare expression to hear it said of one "He speaks a beautiful American speech." Is this a hoped-for goal, an ideal towards which Americans might strive? Is it desirable to speak better than we do? Many Americans think it is.

America has her own culture; for culture to be genuine must spring from the

people themselves. We are becoming very conscious of the beauty in our Indian and Negro music and folklore, in our recreational architecture, in a revival of native weaving and pottery, notably at Berea, Kentucky, and among the Navajo Indians. Although we see the beauty of these things, we are as yet tone-deaf to the beauty of speech. But, we are no longer a pioneer people. Our trees are felled, our homes are builded, our leisure is possible and we are more world-minded than ever before—except in one respect—our attitude toward our speech.

Mr. Otis Skinner says that we speak a "polyglot speech" and he calls it our "catarrhal babel." We still cling to the rough and ready pioneer speech which said that it makes little difference how you say a thing just so you "get it across." Do we even hear our catarrhal babel? Do these offend us: the nasal twang, backthroat guttural sounds, "aou" for "ou," "oi" for "i," the extreme burr of the western r's, "in" for "ing," or "idear" for "idea" in New England?

It is quite true that what we first need are interesting thoughts and ideas, clothed in correct grammar, but "one may speak

grammatically and not speak well"; one may even speak correctly and not speak well. Does it matter, then, in the lives of a people who are now able to give to the world a culture of their own, how they speak?

In 1927 the author was sent to England to study the teaching of English in England with special reference to the spoken word. It has become too much the fashion to visit a foreign country and to feel well qualified thereafter to make authoritative general statements based merely upon personal impressions of the country thus visited. I wish to state, therefore, that what I have to say about the teaching of speech in England may or may not be true in all parts of England and Wales. My statements are based on data gathered from visits to the following schools: 13 Elementary Schools, 7 Training Colleges for Teachers, 4 Junior High Schools, 1 University, 1 Technical School. I had the privilege of hearing seventy-six recitations in English in which the main object of the lesson was speech improvement and I had twenty-six conferences with educational authorities in England and Wales.

The purpose of the investigation was two-fold; first, to ascertain what conscious efforts were being made to insure beautiful, unaffected, pleasing speech in the elementary schools of England, and second, to find out how much of this program could be utilized in America.

The Attitude Toward Good Speech in England and America

Since the attitude of the people toward a subject in any country largely determines the treatment of that subject in its schools, it seems important to consider first of all the attitude toward good speech in England and America. This attitude in England I found to be akin to the English conception of politeness. In visiting the schools in Kent County, one is particularly impressed with the universal politeness and courtesy of the children. I asked one of the headmasters how he was able to secure such universal

politeness. He looked rather surprised and said, "Why, I do not know excepting that politeness is assumed." I replied, "Suppose you assume it and do not secure it, what then?" His answer to that question was, "Oh, you see public opinion is for politeness in England." In like manner it can be said that public opinion is for good speech in England. It can be rather dogmatically stated that England develops a general attitude of wholesome respect for the spoken word. Children are constantly made aware of the idea that English is a rich and ancient language and that to this language they owe their loyalty, their respect and their reverence. At times one feels that this attitude toward their speech is bound up with a kind of patriotism.

One of the most interesting phases of this respect for good speech is the acceptance of what is called in England the bilingual attitude toward English. This term is used in the National Course of Study and means that it is necessary for a great many people to have two English languages; one, their native speech, and the other, their acquired speech. In England this acquired speech is spoken of as "received" English and every effort is made to insure its habitual use.

Many illustrations of the use of received English can be heard in various walks of life. In a London hotel, the woman who was scrubbing the windows spoke a very beautiful English. She said that she had learned it in the elementary school. While she was speaking, an assistant came into the room and she turned to her and said, "Tike the pipers into the 'all." In the Marylebone School in London where there are a great many children of Russian, Italian and Jewish parentage, girls twelve or thirteen years of age read poetry and spoke to the visitor with very beautiful speech. The headmistress said that these girls had learned in school to speak a received English and that she felt it was her responsibility to insure its habitual use. She said that in their homes and on the playgrounds, they still spoke their native

dialect, which was a very different kind of English.

The bilingual attitude is perhaps difficult of acceptance here in the United States because we are afraid of being thought affected if we change from our native to an acquired speech. When we are learning to skate, to dance, to play bridge, to speak French, we find many kind friends ever willing to assist us when we make mistakes in our new venture. But when a person is attempting to master a new *speech*, he finds many people who are inclined not only to laugh at his efforts, but to ridicule him as being a "high-brow" or a "snob."

Another drawback to any change in our native speech is a fear of imitating British speech. The answer to this objection is that it is not British speech but American speech that we wish to acquire. No matter how hard we try, there are few of us indeed who could really acquire the intonations and inflections of the British. Why should we? We Americans have a beautiful speech of our own and when rightly spoken, it will pass muster in any international court where cultured people gather. Someone has defined an educated person as one who *knows* the best things, while a cultured person is one who *likes* the best things.

This attitude toward British speech has made many Americans antagonistic to the idea of acquiring any standard speech. However, in spite of this opposition we are slowly but surely accepting a standard which we hear occasionally over the radio and always in the best performances on the legitimate stage. In April, 1929, the first medal for good diction over the American radio was awarded to Mr. Milton Cross. This is a standard which Americans might follow with commendable pride. We are also awarding medals for the best diction on the American stage. Whether we desire it or not, we are coming to accept the speech of such stage folk as Walter Hampden, Edith Wynne Matthison and Otis Skinner as worthy of commendation and imitation. In addition

to these two opportunities for becoming ear-conscious of standard speech, we now have phonograph recordings of the speech of some of our best speakers. These records are used in many of our normal schools and high schools. Listening exercises are being given by speech teachers who use these records in order that their students may have the same opportunities for hearing beautiful speech as do the children who can see and hear the best that the American stage has to offer.

England has a definite standard for good speech and, as a country, she sets about acquiring this standard in the lowest grades of her elementary schools. She never ceases to consider it a problem even after the students have graduated from the university. In 1927 the British Broadcasting Association had a distinguished committee whose function it was to see that pure speech came over the radio. It almost seems as though the spoken word is of greater importance than the written word in England. I was told by two authorities that no stigma was attached to a mis-spelled word in England, comparable to the stigma that is attached to the nasal twang. I was very frankly asked what we were doing about the nasal twang in the United States. My reply was that we were doing very little because, as yet, we had not heard it.

In England a good education is synonymous with good speech, and by good speech is meant the speech of the so-called cultured class. In the United States one may receive a Bachelor's degree, a Master's degree and a Doctor of Philosophy degree with no attention to speech, apart from grammar. It is a known fact that a lisp, a stutter, a nasal twang, a back-throat guttural speech, an impure vowel, or a "mouthed" speech is unlikely to cause any scholastic degree to be withheld. With the exception of marked speech defects, such as lisping, stuttering and stammering, very little attention has been paid to beauty of speech even in institutions for training teachers. This latter is rather a broad statement, but is based

upon a study of fifty normal school catalogues.

One finds many evidences in England of the connection between a good education and good speech. In 1927 in the Leeds District, one of the most popular night classes for workers was one devoted to speech improvement. These classes were voluntarily chosen by the workers. One of the inspectors was rather curious to find out why a certain group continued to ask for courses in speech improvement. He was not very successful in getting replies, but the following reply seemed rather significant. One of the men told him that his children had received scholarships in very good secondary schools and that when they came home at holiday time and brought other children to visit in the home, he and his wife wished to be able to speak as well as the children.

The Effects of these Contrasting Attitudes on the Schools of these two English Speaking Countries

In the Training Colleges

Six of the seven teacher-training institutions visited offered required speech courses. In the London Day Training College, there is an interesting requirement in the speech classes. During their first semester, students are requested to participate in no public performance which requires speech. They may engage in classroom recitations only. The first semester is devoted to voice diagnosis and to remedial work. In this first semester, the prospective teachers master the international phonetic alphabet and use it as a guide in correcting their own speech. In the rural area of Bingley, I found that the English teacher was planning a survey of the local district in order to list the local dialects and thus be in a position to cope intelligently with the needs of her students.

What is our situation in the United States as regards teacher training institutions? In 1927 a study of fifty normal school catalogues revealed the fact that four schools only provided speech educa-

tion courses which were required and listed as speech. Thirteen normal schools had required courses which might be so interpreted. Thirty-three institutions had no required speech courses. Few states have gone as far as Indiana, whose last legislature passed a law requiring speech courses in its teachers' colleges.

In the Classrooms

In England teachers are not afraid to give direct speech training. In the United States, most speech training is given in an indirect way in the elementary schools. Perhaps this is the best way to give it, but up to the present time, its results have been amazingly inadequate.

In a school in Kent County, England, three speech principles or slogans were written on the blackboard as follows:

"We must speak with

(1) Distinct Consonants

(2) Pure Vowels

(3) Front Utterance"

Front utterance was interpreted for the young children as "speaking immediately back of the front teeth." In another school in Kent County, the headmaster used a form of visual instruction by drawing on the blackboard pictures of the mouth, thus showing its shape for various vowels as o, e and ah. In Manchester, a small child in the nursery school lisped the Mother Goose rhyme of "Jack be nimble, Jack be quick." Most teachers and parents in the United States would have considered this very "cute." Her lisp, however, was of immediate and great concern to her teacher and to the principal of the school. In the second grade in one of the schools in Manchester, an American child was being given special attention in order that he might overcome his nasal twang. In even the most progressive schools in America, this child's nasal twang would likely have gone unharmed and unnoticed. It is not unusual in England to find teachers who can detect impure vowels used by their pupils and remedy these, at least temporarily, in a few minutes' time. One instance of this

which I observed was the use of an impure vowel in the words "gold" and "lady." I wonder how many of our teachers are ear-conscious to the extent of detecting the impure vowels in such words as "taown" for "town," "haouse" for "house," "raound" for "round."

In America, the key word for oral language instruction from the kindergarten through the eighth grade has been *spontaneity*. We have stressed spontaneity and content and we have neglected beauty and form. We want children to have a rich environment with much opportunity for talking. We regard very highly, and rightly so, good ideas, interesting content, correct grammar and the ability to be heard. We hesitate to interrupt the flow of speech for fear the child will stop talking. With the exception of the foreign child and the timid child, this would perhaps be a desirable result, if by this means, the child could stop, look and listen for good speech in others.

The Use of Poetry in Speech Training in English Elementary Schools

The most outstanding and helpful contribution to speech training found in the English elementary schools was the use of poetry. In some places this work has assumed such large proportions as to be called the verse-speaking movement. Children not only read the verse of recognized poets but, in addition, create and read verse of their own. Many children keep their own anthologies of verse, putting into these notebooks their own personal choices of poetry. These books are prized very highly and in several schools I found the children reading from them in their leisure hours. The elementary schools in London have an annual poetry meet for which preliminary try-outs are held. A bronze tablet is awarded the winner's school.

Verse-speaking choirs are formed in classrooms in somewhat the same way that we form glee clubs. Children in each school who have the best voices and who speak most beautifully are selected for the verse-speaking choir.

The elementary teacher in England believes that to be able to read poetry as though it were music is an ideal for good speech, even if the child speaks a dialect at home. In the United States, silent reading has come to occupy so great a proportion of the school program that little time is left for oral reading of either prose or poetry. One must not minimize the great necessity for teaching children to get information rapidly, correctly and silently, but the fact remains that beautiful poetry, as well as beautiful prose, was intended for the ear rather than the eye. In the American elementary school, we fear a return to the old false elocutionary effects and this, perhaps, is one of the reasons why the amount of time devoted to oral reading has been markedly reduced.

Conclusions for the United States

First, one of our greatest educational problems in the United States today is the recognition of a need for definite speech education, beginning with the home and the nursery school and extending through the elementary school, the high school, the university and eventually out into life itself. As we would have our speech, so must our speech education be in America.

Second, we need to develop a respect for the word well-spoken in America rather than a tendency to call it snobbish and affected.

Third, the acceptance of a bilingual attitude toward English would assist materially in improving our speech.

Fourth, we need less insistence in all schools on participation in school plays and dramatics until students can speak a more agreeable English.

Fifth, our special problem in the elementary school is to teach the art of speech to children in as definite and vital a manner as we now teach the arts of painting, dancing, drama and music. Thus, may the time come that one can say of an American, "He speaks a beautiful American speech."

Studies and Investigations from the Field

MARY DABNEY DAVIS

U. S. Office of Education, Washington, D. C.

THIS report covers an ever increasing number of studies and investigations being made by groups of teachers, principals and supervisors in public school systems, by the faculties, and in some instances students of teachers colleges and universities and by the staffs and members of organizations working for the adequate development of young children.

These studies and investigations are not Ph.D. dissertations nor master's theses though many of them contain material for both. They might be called "service material."

The *form* in which they are issued is usually in the nature of a report, a guide book or a curriculum. The *purposes* for which they are made might be listed as follows:

To help solve local problems of school administration or supervision.

To stimulate a questioning type of mind among teachers, school patrons, and governing boards.

To help change methods of instruction.

To guide the selection of material for curricula.

To unify and coordinate effort among groups of workers.

To clarify notions of current practices.

None of these studies and investigations merit the name "scientific research" and few could be classified as "research." Many of them are the results of "search." It is not so much what they are called but what they are doing to guide and change our thinking, that is important. In every instance these studies express a healthful mental alertness among those responsible for the education and care of young children. They are timely contributions which are meeting a very definite

need for easily accessible, practical reference material. These studies will be described under headings of "Classroom Activities and Equipment," "Programs and Reports" and "Studies and Investigations." Lists of these studies are available from the Office of Education, Washington, D. C.

Under "*Classroom Activities and Equipment*" should be grouped such publications as the social studies curricula recently assembled by teachers and supervisors in Ann Arbor, Mich., Seattle, Wash., Salt Lake City, Utah, San Francisco and Long Beach, Calif., and San Antonio, Texas; A description of how nursery school methods for child training may be applied to the home, recently issued by Helen W. Ford of the Kansas State Agricultural College; A collection of poems from children of the Norfolk public schools developed by the Creative Work Committee of the Division of Research and Experimentation; The differentiated curricula for four and five-year-old kindergartens issued in sections by the Wisconsin State Kindergarten Association; The description of kindergarten equipment in the 80th report of the superintendent of schools in Worcester, Mass.; The experiments in conduct education for the State Teachers College of Moorhead, Minn.; and the profitable activities developed for between recitation periods at the Teachers College of the University of Nebraska.

Under "*Programs and Reports*" could be grouped the following publications: Three reports of conferences conducted on the discussion basis—one called Activity Curriculums at Work, published by the National Education Association which re-

ports the work of four discussion groups at the Atlanta, Ga. meeting of the Kindergarten Primary Department of the National Education Association held last July; One of the conference held last October by the National Committee on Nursery Schools, and the third entitled "Problems of Parent Educators" which is the report of the conference of the National Council of Parent Education, held last May, edited by Eduard C. Lindeman and Flora M. Thurston; A brief discussion of supervision with suggested guidance for principals and supervisors published by the Spokane Washington Public Schools under the teacher's supervision; The Third Yearbook of the Psychology and Research Division of the Los Angeles Public Schools reporting the researches made and the service given by this division to the nursery school, the kindergarten and the elementary schools of the city includes among its objectives "to break down ancient grade tradition and free the initiative of teachers" and "to initiate or further practice of teaching through live activities."

Under the heading "*Studies and Investigations*" it will be necessary to confine descriptions to three or four publications, but more are listed in the bibliography prepared by the Office of Education. One study only fairly well known was made by Miss Woolfolk, Secretary of the Atlanta Family Welfare Society, as to the effect of impoverished environment upon the expressed intelligence of young children as measured by the Binet Test. She found that 12-and-13-year-old brothers and sisters of five-year-old children had an average of twenty points lower I. Q. than those for the five-year-olds. She also found that a group of five-year-olds taken from their impoverished environment and enrolled in kindergarten increased the amount of expressed intelligence and those which did not go to kindergarten retained the same I. Q. or lowered it.

A sub-committee of the National Com-

mittee on Nursery Schools has completed a three-year task of assembling minimum essentials of nursery schools. Any movement as new as that of nursery school education and one having as many different types of workers actively interested in it is bound to have much of misrepresentation. This study avoids as much as possible any taint of crystalization in teaching and administration procedures of the nursery school, but it does formulate objectives of nursery school education and states possible standards.

A study of the present tendencies in kindergarten primary education has recently been issued by the New Orleans Public School Teachers Association, the Kindergarten Primary Study Group, under the leadership of Miss Helen Herron. This study gives a detailed analysis of current practice in fifty cities of the size of New Orleans, in the matter of kindergarten enrollments per teacher, enrollments required for starting a kindergarten, use of kindergarten teacher's afternoon time, etc. It also makes recommendations for kindergarten primary work in the Orleans Parish Schools.

From the Merrill-Palmer School has come a review of several methods used to test and record posture of young children and a detailed description of a method devised which adds information to current knowledge of posture and possibly leads to the establishment of posture standards.

A "Survey of Seating in Grand Rapids Elementary Schools" was conducted to determine actual seating conditions and to determine suitable measurement norms of height, depth, etc., for seats and desks, which might be used at the beginning of each semester. Recommendations are applicable to any elementary school situation.

Under the State Department of North Carolina, plans have been made for an Educational Clinic to help remove the large percentage of first grade retardation. This clinic is organized in cooperation between the State Board of Health and the school officials of the State to elimi-

nate some of the physical disabilities of children which cause first grade failures. After studying the situation, the program resolved into a summer registration of pre-school children, physical examination of children, talks to parents about necessary remedial work in regard to their children's physical defects, exhibits and demonstrations of practical value to parents, and the assembling of information on a card developed as a permanent record of each child throughout the State.

In the light of these contributions from

the field certain questions are before us,—“Is our thinking active when it comes to analyzing our present procedures and facing squarely our strengths and weaknesses?” “Do we realize how much we might contribute by crystalizing in printed form some of our analyses of classroom procedures?” Such publications are valuable for our own morale, for the standing of our schools in the eyes of local tax payers and school administrators as well as to other workers throughout the United States.



THE NEXT CONVENTION WILL BE HELD IN CLEVELAND, OHIO

Report of the Committee on Time and Place

It has been very difficult for the committee to make a decision regarding the place for the next conference.

Only one of the three alluring invitations could be accepted, and the committee hopes that the two cities not considered and who offered hospitality, will extend invitations another year.

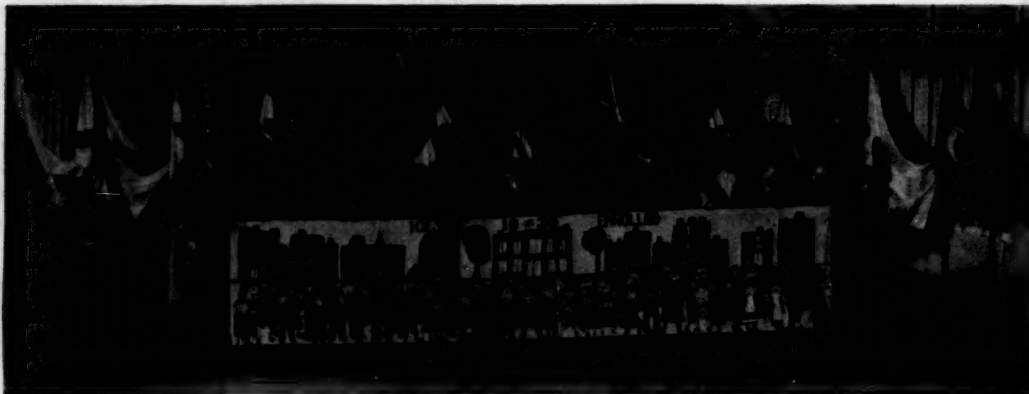
It seemed wise after meeting for three consecutive years in cities not centrally located that a place should be selected

which promised a larger delegation from more branches of the I. K. U.

For this reason the place chosen for the 1931 convention is Cleveland, Ohio.

Thanks and sincere appreciation are extended to Toronto and Denver for their cordial invitations. The committee wishes to express the hope that these cities will offer invitations another year.

BERTHA M. BARWIS, *Chairman*
FANNIE A. SMITH
ELEANOR TROXELL



THE DELEGATION FROM NEW YORK STATE

An Ambitious Program for the Welfare of Young Children

H. E. BARNARD

Director of The White House Conference on Child Health and Protection

EDUCATION is a life long process. It begins at earliest infancy; it is well started in preschool days; it takes definite and concrete form in the kindergarten and primary grades; it becomes selective and specialized in high school years and it is never complete so long as the child and adult pursue a normal and progressive life. The school is the mechanism through which parents place the responsibility for the training of children to take their place in life in the hands of the State. The system is still in the process of development as all living and vital enterprises must continue to be. The role of the school in shaping the mental development of our children is reasonably well understood. While the technique changes constantly as it should, the basic rules do not widely depart from the fundamental principles of education laid down through the years.

The health education of the child, however, is still in the experimental stage. We are not yet quite certain how it can best be fitted into the school curriculum, but we are now convinced that education and training for both physical and mental health is perhaps the most important function of the school. The modern definition of education is the setting up of correct behavior habits. All information about health is no more than a contribution to this education. Behavior habits may be imparted in the home, on the playground, in the school or later in the ranks of industry. Your contribution to health education is, of course, capable of more definite shaping than the rest of the program, for the teacher and her school room are, at least in part, standardized as to technique and procedure. It is therefore highly

desirable that we have a very clear definition of both the meaning and purpose of health education and that the best method of imparting it be developed for your use. Every instrument by which the life of the child is moulded in his training for citizenship must be as perfect as can be devised.

In his Inaugural Address President Hoover set up an ambitious program of public health which he justified by saying that public health service should be as fully organized and as universally incorporated in our governmental system as is public education. Shortly after he transferred his leadership from the fields of social engineering in which he had served so splendidly during the War to the White House, in the midst of the complexity of public and governmental affairs he held uppermost in his thought the duty the nation owes to its children. When he closed his work overseas, the greatest humanitarian work of all the ages, by which he saved the lives of millions of children to whom a cruel war had denied the right to happiness and even to life itself, he brought back to the United States with him the most efficient function for organized charity the world has known. It was made up of the men and women who had worked with him and under him in the devastated areas of Europe, had spent with complete efficiency \$700,000,000 contributed by the American people to save the children who were the only hope of a new Europe.

Proceeding on the theory that the children of the nation are its most precious possession, deserving the best attention that intelligence, science, research, administration, can bring to them, President Hoover, early in his administration,

started a movement intended to bring together at some time in the future at a White House Conference on Child Health and Protection the best thought of his time and an orderly array of all available information bearing on their well-being.

During the first two or three months of his incumbency as President, Mr. Hoover was wrestling with three or four very large undertakings that he regarded as of paramount importance. One of these was the creation of the Federal Farm Board. Another was the creation of a Law Enforcement Commission for the study of crime and the courts. A third had to do with progress toward international agreements looking to the reduction of armament. In addition to this, and it is said, nearer to the heart of the President than any of them, was the study of the American child, to the end that every agency, national or local, having to do with its well-being should be given every possible aid.

So it was that early in his administration he picked twenty-seven of the outstanding leaders in the great work of child welfare and protection, men and women representing every section of the country, and asked them to become members of a planning committee to build up the greater organization which would make the comprehensive studies in advance of the calling of the great conference. Secretary Wilbur was the chairman of that committee, and he will be chairman of the conference that will ultimately be held.

The conference which the President has called is charged with getting at the facts, so that when its work is completed we shall have at hand a definite measure of the quality of our children in terms of their physical health, their mental equipment, their social well-being.

Can we evaluate our children, not in the thought that, having set up measuring rods, we can standardize the product, but that with certain knowledge of the ideals to which we should strive we may be the better able to direct our activities toward

their attainment? The President has made this thought very clear. On several occasions he has discussed it in these terms:

"I would like to know what the normal is in children. Parents would like to know what it is. I do not say the 'perfect child,' because I do not wish to ask the impractical, but there must be some basis on which parents, teachers, and health authorities can check up the individual child and see that it keeps normal. Standards are wanted, but not standardized children. The ideal child is the optimal child, when all factors are balanced. These factors may be different for different children. We want them different, because the greater the variation of good combinations the richer will be the range of types and the greater will be the contributions made to our national life."

The plans for the White House Conference were laid by a committee, called for that purpose, composed of some twenty-five specialists and experts in the fields of public health and social service. This Planning Committee met in Washington with President Hoover, who in outlining his thought with respect to its purpose, said:

"In taking national stock of the progress and present situation in the health and protection of childhood, we are inaugurating a most important movement to the Nation as a whole. In order that these investigations and the common sense plans for further advancement may be brought about in the most effective manner, I have suggested that a number of committees should be organized to cover different phases of the subject embracing the leadership in thought and knowledge of these subjects throughout the Nation."

And so the work was started by the organization of four major sections for the study of children. The first section relates to the physical well-being of the child and its work is carried on through three committees, one on Growth and Development; another on Prenatal and

Maternal Care; and still another on Medical Care for Children.

Section II is devoted to the study of State and Federal means of promoting public health. Its work is done through three committees, one on public health organization, another on communicable disease control, and a third on milk production and control.

The third section of the Conference is studying the education and training of the child, not in the thought that it should review the whole field so well tilled by our great school organizations, but in terms of his mental and physical health as related to school training. Many committees have been set up under this section. One is discussing Family and Parent Education, for we realize more than ever before the futility of a system of education which leaves the young mother almost wholly unequipped with knowledge of how to care for and train the babies who are the family's most important contribution to society. Parental education is a new term. We hardly know what it means, but we do have some idea as to what the child needs which it can receive only in its home where during its earliest years its bodily vigor is established and habits and character formed under the loving care of competent parents.

Another committee is studying the Infant and Preschool Child in an effort to interpret child psychology as established by the experiences through which the baby passes while its mind is so rapidly adjusting itself to its environment and every influence which affects it for good or evil.

The School Child is no less a problem and the committee engaged in this study is giving special attention to every phase of school life which directly or indirectly relates to health education and the development of habits of thought and action which make good health a most important condition to maximum happiness and efficiency.

The fourth Section of the White House Conference is studying the handicapped

children—the group which has through all the centuries been the special care of the good Samaritan. This Section is studying the prevention, maintenance and protection of the handicapped. It is interested first in definitions. What is a handicapped child? Is a child who has lost an arm or a hand by playing in the street handicapped for life? Is a child whose father and mother are gone handicapped? Is the boy who is dragged into juvenile court by a policeman handicapped? Just how sure are we that we are not more concerned in building splendid hospitals and supporting orphans' homes and organizing juvenile courts than we are in the children who flow into them in a never ending stream, and in the social and economic conditions which feed the stream?

Our delinquent children are, if we give credence to the reports of social workers, our greatest problem. What shall we do with them? Because they run away from school are they criminals to become the care of policemen and the court, or are they normal children, perhaps a little unstable and maladjusted, perhaps indeed a little more normal than many other children in that they resent the confines of the schoolroom and the supervision of a teacher who does not understand them, and long for a more active life than that established for them by rigid school systems? Is the boy who makes trouble Hallowe'en night, who breaks windows and calls names, fights and is insolent of authority, a criminal, or even a delinquent? Perhaps the fault lies in his home or in us. Is it not probable that we have failed in our responsibility? "What are we going to do about it?" asks the chairman of the Committee which is studying the Delinquent Child.

I have told you something of the organization of our committees and of the studies we are undertaking. You can see that it is no simple thing we have set out to do. The longer we work with these problems the more complex they seem to be, but we are not discouraged, for we

feel we are making progress in the very setting up and analysis of them. We at least know something of what there is to be done, and as our committees, composed as they are of more than seven hundred experts in many fields, collect, and analyze their data, we are hopeful that many things are going to show up.

We are almost certain out of our studies to gain additional knowledge in the proper feeding of children. Without doubt we shall make real progress in fitting health training in the education of the child. We shall learn how effective sand lot baseball is in directing normal gang life into controlled channels. We shall, perhaps, find new values for the crippled children, whom we have pitied because of their maimed limbs, rather than admired for their superior mental equipment and rapid adaptation to normal life. We hope to find a new definition for delinquency and better ways for controlling the normal and yet often to be regretted tendency of youth to depart from the narrow paths of obedience to hunt ripe water-melons in other persons' fields.

And now in my discussion of the work of the White House Conference may I return to the field in which you have a special interest, the kindergarten child. I have referred to the studies the four sections of the Conference are making of the education and training of the child and to the studies now underway in several committees.

We have a sub-committee of the Committee on The School Child which is discussing health problems of the kindergarten. In a preliminary report of this committee the strategic position of the kindergarten in the field of child health education is clearly set up. May I refer informally to it, for we are looking to you for suggestions and for assistance in developing both our plan and perfecting the quality of our studies. The preliminary report points out, for instance, that a larger number of preschool children can be reached through the public school kindergartens than through any other agency

and that the education of 700,000 youngsters is today transferred from the home to the kindergarten. This imposes on teachers a tremendous responsibility. The kindergarten has always maintained a close relationship with the home and the kindergarten teacher was the first "visiting teacher," but today too few kindergarten teachers have time for home visiting. If they were given courses in the personality development of children and methods in conducting study groups the afternoon hours might well be spent in home visiting, and in this way the kindergarten could serve as an observation stage where the advent of children into school life might be conditioned primarily by standards of health and development rather than by the arbitrary limitations of age. The kindergarten is functioning as an intermediate stage between the nursery school, the infant welfare station and the elementary school. If a continuous health record and a check-up through a physical and mental examination could be made in the kindergarten which would determine a child's fitness for real work, as suggested by Dr. Arnold Gesell, the kindergarten may become not only a recruiting station but even a development battalion for our vast public school army. Dr. Gesell further points out that there must be an unbroken system of health supervision starting in the home and continuing throughout school life. From the standpoint of protective medicine he says, "It is more important that the child should receive a careful health examination and oversight when he is four years old than when he is six years old. In health instruction, in nutritional work, in constructive measures for the physically handicapped children, the kindergarten may well become an indispensable instrument, particularly for the age period from three to six. If it were possible to delegate especially trained teachers to work with kindergarten children who are socially maladjusted and with children who have speech difficulties, partial deafness and poor eyesight the large

number of failures in the first school grade might be materially reduced.

I have told you something of the progress the Committees of the White House Conference are making in their studies of young children. Is it not possible that out of the difficulties you are finding in doing full justice to your work you can suggest problems for our study which will be of special help to you and an important contribution to our entire program? What, for instance, is the attitude of your State Departments of Public Instruction towards the kindergarten? Is the school for children below the age of six recognized as an important branch of education as the grade and high school? If kindergartens are not provided for every child of preschool age is the fault yours as teachers in that you have not been able to convince the State authorities of the value of your work? Is it because parents do not recognize the great importance of trained supervisors of the life and education of their children from their earliest years or is the whole difficulty one of finance? Perhaps, the school system of the State, which draws so heavily on income raised by taxation, seems appallingly large to those thrifty and near-sighted citizens who fail to recognize children as the most important asset of the community. Do you lack the arguments and the opportunity to evaluate the kindergarten to parents and taxpayers? Surely you have the facts and it should not be difficult to translate them in terms, for instance, of sound nutrition.

Every teacher realizes that the time she gives to training children who are physically below par is more than wasted, for the progress of the entire class is held down to levels established by its unfit members. It was only a few years ago that recess luncheons were introduced into the schoolroom. Today most schools provide simple luncheons built around the distribution of milk as a source of energy to rapidly growing bodies. It is not easy to change dietary habits once they are acquired. Our foreign populations in

their first generations in this country continue to eat the foods of their native lands, but the children are susceptible to new diets. Undirected, they form bad habits and satisfy their eyes and palates, rather than their bodily needs. And so the teacher should be an expert in the field of nutrition.

The present tendency is to stress the importance of vitamins and minerals and yet the main need for food is to provide energy. Adolescent youth have an extraordinary capacity for food. Their parents too often do not recognize this need and limit the portions served the child at the dinner table in ratios set by the relative size of children and adults. As a matter of fact we know that rapidly growing boys require as much food as men engaged in the hardest physical labor and that the run-about child is a bundle of energy functioning almost without rest and capable of converting in terms of body weight large amounts of food not only into structural growth but into much greater energy output than adults.

The kindergarten may well be the health center of the community and the daily health inspection of pupils conducted by teachers with the cooperation of nurses and physicians will make this possible. Of course, every child who brings to the classroom in the morning any evidence of ill health should at once be the subject of special attention. There was a time when children dragged their ill bodies to school when they should have been in bed in order that the report card might bear no mark of absence. There is no virtue in a perfect report if it is obtained at the expense of the health of the student and the possible infection of his classmates. Careful health supervision likewise controls the readmission of children to schools after they have been confined at home by illness. The period of convalescence is a critical period in the life of the child. It should proceed uninterrupted by any strain or unusual effort. The convalescent child belongs at home—not in the school room.

What do you know about the relation of tooth structure to adequate nutrition? Do the little ones who come into your classes have carious teeth? Of course they do. Bad teeth and baldness seem to be inevitable. At least nearly all children suffer at the hands of the dentist and few fathers have found a way to keep their heads covered except by wearing a hat. Fortunately we are making progress, at least in our study of normal tooth structure. Teeth do not decay, the latest scientific studies tell us, because they are not brushed but rather because they are not built right. Too often they are unsound structurally. From the time they erupt they begin to go to pieces, not because of uncared for mouths but rather because the proper food was not provided for their substantial building. We confidently hope that before the children in your classes have packed away their books to take their part in the work-a-day world, we shall have definite knowledge which can be readily applied not only to build sound teeth into the developing bodies of babies but to repair and preserve the teeth of older children.

What are you doing in your studies of posture and its relation to the physical and mental development of the child? Are you an expert in detecting malformation in the bodies of your charges, in their feet or hands or brains? How closely, as you look back through your years of work, do you relate the habits of tardiness, disinterest in work and play, unfitness into the school group, to the later habits of truancy and delinquency which so seriously concern teachers in the upper grades, parents and court officials? Can you relate the conditions in the homes of your children to their aptitude for learning and to their behavior problems? Are maladjusted children what they are because of unsound conditions in the home and in the school, and do you believe that in your work as teachers you are charged with the reconstruction of these youngsters before they become misfits in the

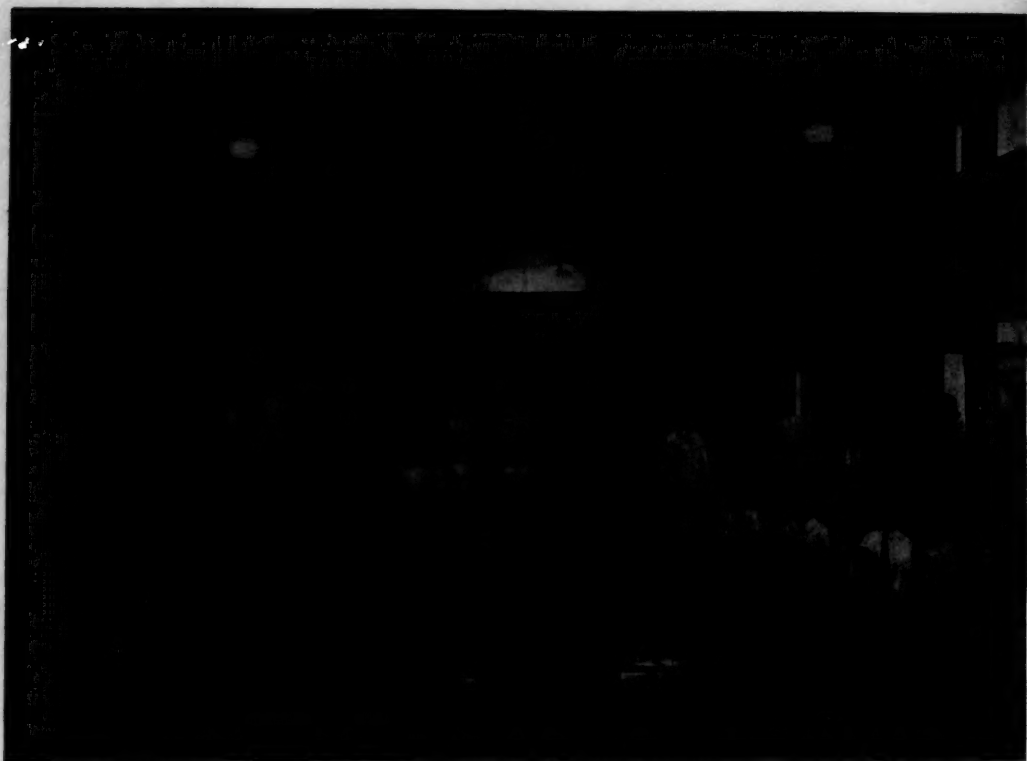
social system and cases for record in the Juvenile Court?

The White House Conference is keenly interested in recreation for children and special committees with scores of sub-committees studying particular problems are surveying the whole field of recreation and physical education. Will you agree with me that many of your children learn quite as much on the playground as in the school room and are you in cooperation with parents and playground supervisors prepared to organize and direct their play?

I have given you but a glimpse of the wide spread program of the White House Conference, but I think you can see that you have a definite part in developing it and a real opportunity in utilizing its reports and conclusions. The Conference will be held late next Fall. It will bring together at Washington the more than 700 experts who then will have spent more than a year on the studies. It will also provide an opportunity for leaders in the fields of health and education and child welfare throughout the states to sit with these experts and to take part in the discussions and help in drafting the conclusions. Your Governor, your State Superintendents of Public Instruction, the heads of your State Departments of Public Health and Welfare will undoubtedly be asked to nominate delegates to the Conference. Will not this give you an opportunity to help in the wise selection of such delegates? Then, when the work of the Conference is concluded and the results of its studies are available for use in the many fields which have been surveyed, we shall look to you as one of the means by which the data we have acquired can be utilized in moulding the lives of our children into more perfect form.

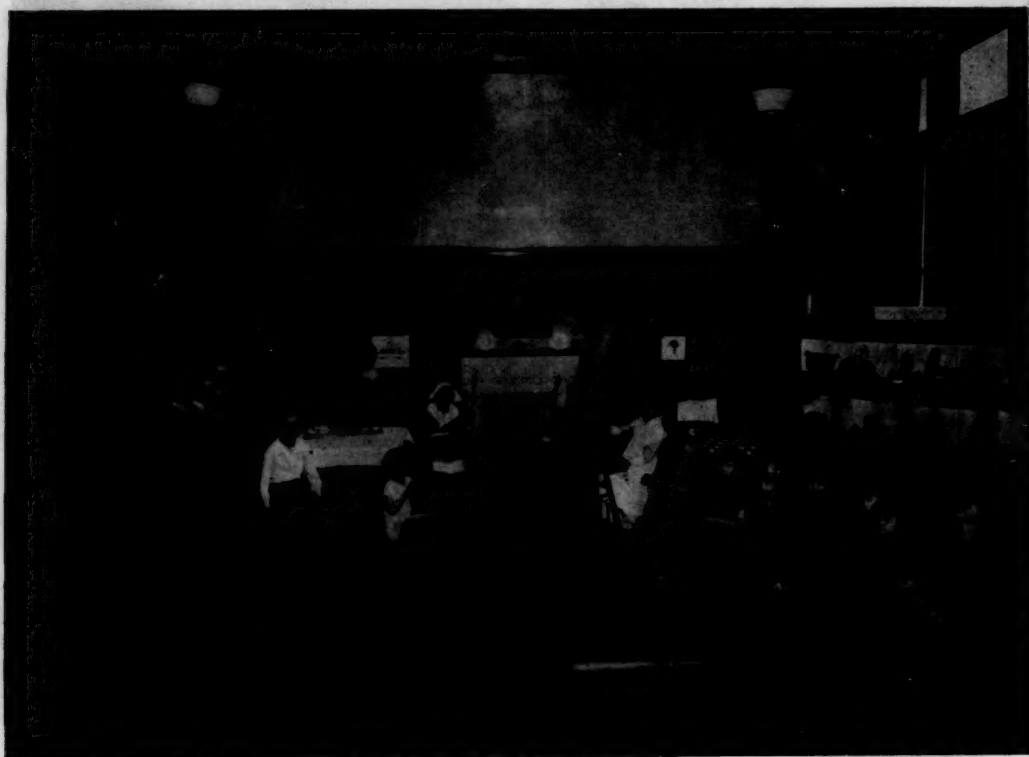
May I in closing again state the aims of the White House Conference on Child Health and Protection in the words of President Hoover: "We already have enough knowledge which, if brought together, compared and sorted would give

"We await from the scientific world that formula which will enable all those who care for children, who seek a better era, to mould the boys and girls of today into stalwarts to whom we entrust our hopes of the future."



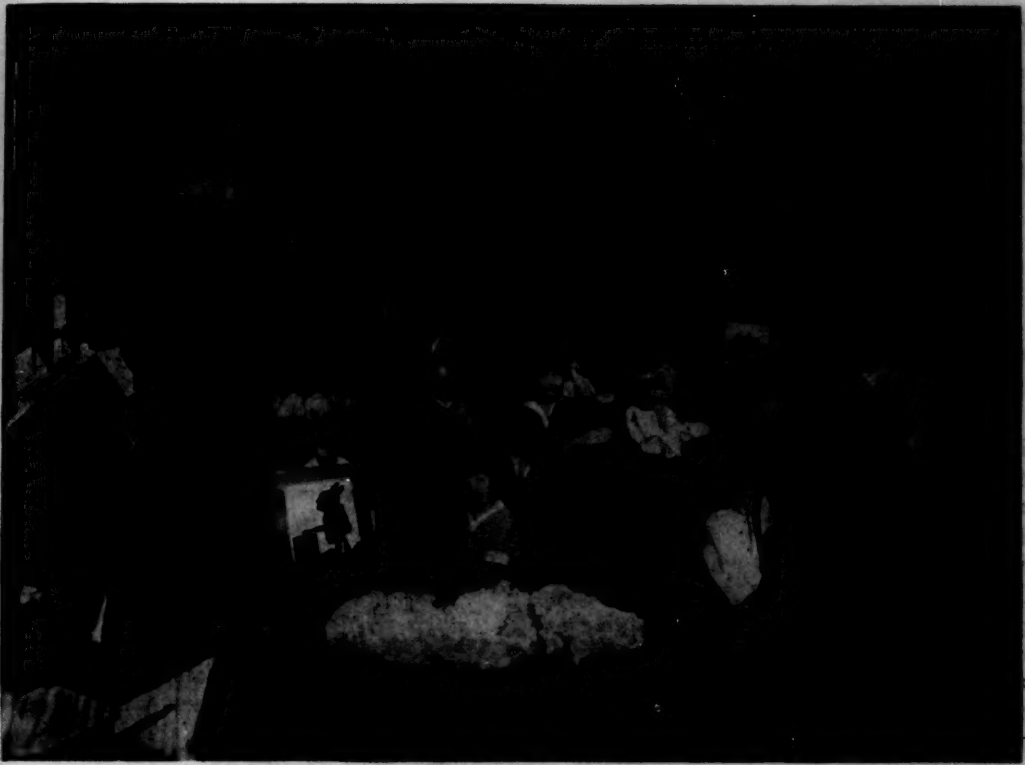
DAIRY PROJECT

SECOND GRADE, BRUCE SCHOOL, MEMPHIS, TENNESSEE



A UNIT OF WORK IN PIONEER LIFE.

THIRD GRADE, BRUCE SCHOOL, MEMPHIS, TENN.



A VARIETY OF INTERESTS.

FIRST GRADE, PEABODY SCHOOL, MEMPHIS, TENNESSEE



THE CIRCUS.

FIRST GRADE, BRUCE SCHOOL, MEMPHIS, TENNESSEE

Measures Which Can Be Used in Kindergartens to Prevent Reading Disability Cases

HELEN COE CLOWES

Director of Reading Clinic,
Western Reserve University, Cleveland, Ohio

THE Reading Clinic has definitely pointed the way for remedial work with the reading disability cases. It has also brought to light valuable data concerning preventive measures which can be used in our nursery schools, kindergartens and primary grades, so that disabilities in reading will not develop. This paper is confined to methods and procedures which should be established in our kindergartens in order to set the stage surely for good achievement in reading, provided that these same procedures are carried forward in the grades.

Set-up for the Reading Clinic

In the summer of 1929 a Reading Clinic was established in connection with a Reading Clinic Course. The number of children in the clinic depended upon the number of students in the course, as each child in the clinic had a student for tutor in reading.

The clinic staff was composed of a physician, an oculist, a psychologist, a reading specialist, a psychiatrist, two social workers, a classroom teacher and the director of the clinic. The students taking the course were skilled teachers of reading, supervisory assistants, supervisors of primary grades and elementary school principals. The children ranged in chronological ages from six and a half years to fourteen years and five months. The range in mental ages was six years and eleven months to thirteen years. The range of intelligence quotients was from ninety to one hundred and twenty-nine on the Stanford Revision of the Binet-Simon Tests. The children had all been exposed to reading for a year or more and had

either failed entirely to learn to read, or were below their grade in reading ability. Many of them had a record of several failures in the past.

Developing the Program

The work of the clinic staff was to discover any and every cause for the reading disability of each child. Every child was given a physical examination, including an eye examination by the oculist. Nearly all had a refraction test and glasses were secured in cases where they were needed to make the vision normal. The oculist's findings were as follows:

Twenty-five children had normal vision.

Eighteen children had defective vision.

The psychologist had the results of the Stanford Revision of the Binet-Simon Tests for every child. She also gave every child the Healey Picture Completion Test No. 11. A test for handedness was given using the grip test, to test the strength of each hand. Dr. Walter Miles' Ocular Dominance-Demonstrated by Unconscious Sighting-Test was also given each child.

The reading specialist gave all the children the Gates Primary Reading Tests and those whose scores were high were given the Gates Silent Reading Tests. For further diagnoses in reading, the Gray's Oral Reading Paragraphs were used and the mistakes analyzed.

The Diagnostic Reading Examination for Diagnosis of Special Difficulty in Reading by Marion Monroe was given each child to discover whether the cause was due to lack of dominance of the hemispheres, causing reversals in sequence

(Based on the results of the study of forty-four reading disability cases in the Reading Clinic of the School of Education of Western Reserve University Summer Session, 1929)

or in orientation or both, whether the child was a mirror reader, etc. Checks were also made on the children's ability to use phonetic helps, on their ability to discriminate between sounds, on length of eye span and on any irregularities of eye movements, on the span of attention, on lip movements, and whether they were word readers or not. Checks were devised to discover whether the children were poor in comprehension, whether they were at the memory stage of reading. Their interest in or aversion toward reading was noted. Verbal vocabulary as well as reading vocabulary was carefully checked. Another important question which arose was whether the children had a rich background of experiences as a basis for their reading or whether these experiences were meager. A careful check was also made on the child's belief in his own ability.

The personality mal-adjustments were discovered by the social workers who went into the homes. Through the cooperation of one parent and often two, they were able to obtain quite a complete social history, emphasizing the factors that bore directly upon the reading problem.

The psychiatrist, using the social history as a basis for his interview with the child, studied the problem from the angle of the child. He and the student were invaluable in getting this point of view, which is so rarely brought into the picture of reading disability problems. The psychiatrist tackled the problem of the behavior of the child in the following way: As children's behavior is caused by pressures from without and drives from within, this question arose, "What are these pressures and drives?" As bodily condition, intelligence, environment, stock and emotional life of the child are factors underlying behavior, "What is the status of these factors in the life of this child being studied?" Detailed notes of the interview were recorded.

The student spent one hour daily with the child, gaining his confidence, discov-

ering his interests, and the richness of his experiences, to see where they needed to be supplemented. She also studied his attitude toward reading, trying all the time to establish within the child himself a feeling of need, a desire to learn to read.

This objective study of each child by the specialist culminated in a staff meeting where the director of the clinic asked for detailed reports from each specialist. The staff consisted of ten or more people who had all come in close contact with the problem under discussion. As the objective evidence was being detailed, any member of the staff was at liberty to ask for further details or to question statements. Suggestions for remedial measures were given by members of the staff.

The suggestions for home procedure were given the parents in a personal interview by the social worker, the psychiatrist or the director, depending upon which one had made the best contacts. All reports were typed and retained in a folder for each child. This material formed the basis for the reports which were sent to the school in September as the child re-entered school.

Remedial Measures

Reports of the carry-over of the work of the Reading Clinic by teachers, supervisors, and principals have been most gratifying. Each student went out from the course with the idea that she could ameliorate many of the children's reading problems by this all-sided view of the many possibilities of causes of reading disabilities. Great emphasis was placed upon the fact that in order to cure any reading disability case, not only is the analysis of the reading disabilities necessary but also the physical and mental health of the child is most vital, if lasting cure is to be achieved.

The first preventive measure to be used in the kindergarten is along physical lines. In our forty-four cases the following physical conditions were found:

There were 20 cases of malnutrition

- 12 cases of extreme restlessness (one half of these were malnutrition cases)*
- 8 cases of poor dentition*
- 7 cases of defective hearing*
- 6 cases of diseased tonsils*
- 5 cases of mouth breathers*
- 2 cases of speech defects*
- 1 case of goitre.*

What might have been done in the kindergarten to have improved the condition of these children?

A thorough physical examination, not of the two minute variety would have discovered the twenty cases of malnutrition. With follow-up work in the home these children might have been promoted to the grades with well nourished, strong bodies. Dental care would have sent these children on with clean mouths instead of mouths filled with disease germs, depleting the children's strength. This thorough examination should have discovered the diseased tonsils and through the efforts of a visiting nurse or the kindergarten, a tonsilectomy would have followed for each case. The seven cases of defective hearing could quite readily be picked out by tests devised by the physician and also through the kindergarten sense games. Although all of these cases might not readily be cured, those whose defective hearing was due to diseased tonsils could rather easily be helped by the removal of the tonsils. The incurable cases could at least have carried records of this condition to the primary teacher, enabling her to give the child the best seat to ensure his hearing the verbal work of the classroom. An ear specialist ought to be able to help the cases called incurable.

The physical examination should also include a very thorough eye examination. A refraction test will show visual defects without the child's being at the reading stage. These disability cases can be given normal vision by the use of proper lenses. This care would prevent the following situation from arising.

At the reading clinic established at

Teachers College in the Summer of 1927 by Dr. Agnes L. Rogers of Bryn Mawr, half of the children had very serious eye defects. They were all taken to an oculist one Saturday afternoon and after the diagnostic work was done by the oculist, an optician came and fitted the children with glasses. Tuesday morning the children came to school proudly wearing their glasses. Two of them discovered that they could see words on the blackboard. Helen exclaimed, "Why, Mrs. Wiley, I can see words." "Haven't you seen words before, Helen?" "No, it looked all grey." Taking off their glasses, the children proceeded to play a game, "Now it's grey—Now I see words." What a handicap with which to start school! If we are going to expose these children to reading, ought we not find out what kind of eyes they have to use before this exposure?

The kindergartner's job becomes more than a classroom job. It is a social worker's or a visiting teacher's job as well. This well-loved teacher, loved by parents as well as children, holds a strategic position in these children's lives. She becomes a savior from failures of many sorts. How do the parents respond to this work? Out of our forty-four cases only two sets of parents objected—one set objected on religious grounds, the other because of ignorance. These blockings to remedial work will always be found, but we at least have done our part.

The reading clinic found seven left-handed children. Some of these had been allowed to use their left hands, while others had been forced to use their right hands, which resulted in two cases of stammering and stuttering. In another case, the child was trying to hide the fact that she had ever wanted to use her left hand. There was such a drive to be like other children. What is to be the kindergartner's procedure here? First never force a child to use either hand, the right or the left—allow for freedom of choice. Second, if a left-handed child is found, visit the home to see whether he is allowed to use the left hand without

discredit. If not, re-educate the parents through individual conferences and parents' meetings, giving psychological data concerning handedness.

A Constructive Program

Eleven years ago Dr. Lewis Terman of Leland-Stanford University published "The Intelligence of School Children," at which time his research work showed that much of the failure in the first grade was due to mental immaturity. *Over ten years has elapsed and still how many of our kindergarten children are given a reliable mental test before they are placed in classes where reading is taught?* A mental age of six or six and a half should be one of the standards for promotion to reading situations. Many of our children, although in the group of children of average intelligence, which included children with I. Q.'s as low as 90 were exposed to reading before they were mentally mature enough. Not only should mental age be determined, but an analysis of the Stanford Revision of the Binet-Simon Test should be made to find out whether the child has reached the stage where he is conscious of differences of form in two dimensions. For upon what else is the ability to discriminate between these hieroglyphics based if not upon being able to see differences in word symbols? If he has not reached that level of maturity, he probably will be one of the failures. Syllable memory at the six year level is another prerequisite for learning to read, as well as visual memory and verbal vocabulary. Some analysis of the child's performance on this intelligence test by the psychologist is rather pertinent to prevent failures in reading.

What checks are we using on a child's verbal vocabulary before entrance to first grade? How important is this to success in reading? Several of our children in the clinic had very poor verbal vocabulary. Where children come from English speaking homes, perhaps emphasis on this phase is not as important as in districts where children come from homes where

the English language is seldom, if ever, heard. *Can we really teach children to read before they have an adequate verbal vocabulary? What is the normal procedure in an American home with infants?* From the hour of birth, the child is exposed to sounds emitted by English speaking people, at first unintelligible to the baby. Little by little, through much repetition, the sounds become associated with objects and acts. The child begins to make sounds himself. Each sound is interpreted by the adult to mean some object or act. Praised and encouraged by smiles of joy at this early vocalization and after many more repetitions, the child finally says words, nouns and verbs at first, adjectives and adverbs appearing later, until sentences finally emerge. *What is this environment which encourages the learning of English in the home?* Hearing much conversation—having the words connected with objects and acts—much opportunity and freedom for vocalization by the child—much praise and joy over each attempt and finally a real purpose behind this use of language.

What is the picture in the kindergarten for our American child? Are we blocking verbal expression or encouraging it? Do we have conversational kindergartens or is the model kindergarten the silent one? If we have conversation is it tied up with objects and experiences which are wide spreading in their leads so that the verbal vocabulary is enriched? Is the verbal expression purposeful? Do we use it because we need to or is it only a side issue? Is the verbal expression enjoyable—rich in humor? Are children allowed time to use full sentences and to tell their whole story? Are they encouraged to keep to the topic under discussion as they grow more mature? Do they enter the first grade strong in the ability to express themselves verbally? Many times the answer will be "No," even for American children. Teachers have developed their ability to express themselves verbally, but children have been kept silent. Stenographic records of teachers' and children's verbal expression

in discussion group periods reveal an over-predominance of teacher verbal expression with some choppy expression by children.

What about the foreign child? How well equipped is he for verbal expression in English? The same slow process must be followed with foreign speaking children that we so patiently go through in the home with the infant. They must hear other children speaking English. They must have the English word carefully connected with the object and experience and act. They must have freedom to verbalize, as the infant has freedom to vocalize. They must have a real need in the kindergarten situation for conversation. There also must be much enjoyment. The three laws of learning are all being used—readiness, exercise and effect, and all being used in purposive activity situations. In such an environment the bright foreign child soon learns. But until he can make verbal use of the English language, it is folly to try to teach him to read. The ability to use symbols for words is based upon the ability to use the words themselves. The use of words is based upon the percepts for which the words stand. Percepts are only gained through many and rich experiences.

This brings us to another blocking which we found in the reading clinic. Some of our children had such meager experiences. They had no drive to read about things because they had no knowledge, no experience with things. The first procedure with these children was to take them on excursions. Children do not normally have to be taught to be interested in activities. In the right environment where there is variety of activity a well child is always eager to attend, but some of these children had not experienced interests. Interest in any activity may be developed by taking them to museums, to the zoo, or out into the country, etc. This could all have been accomplished in the kindergarten.

We have passed by the era when it was considered sacrilegious to bring real ex-

periences into the kindergarten room. That was in the day when geometric forms were worshipped *per se*. Now we lay the basis for the understanding of geometric forms by giving the child real experiences, but not abstracting the form until later years. The life in the kindergarten should be a wealth of mature experiences. Every day could very profitably bring some mature activity or experience to the kindergarten room as well as experiences gained through excursions to the farm, garden, park, zoo, museum, brook, lake, woods, etc. Experiences in nature may be gained also out in the school yard, or watching the rain, snow, hail, or wind through the window. Trips enrich children's experiences, giving them much social science data. Visits to railroad stations, fire stations, post office, stores, museums, church, various varieties of transportation prepare children to want to read about them. Experiences in learning the geography of the building and neighborhood are also valuable data to be used in giving directions or understanding directions. There are so many possibilities. The field is so rich that it seems strange that children entering first grade are not better equipped with these experiences in order to successfully attack the reading situation.

The kindergarten is still unhampered by stereotyped courses of study which might curtail its freedom of activity. Is this freedom being used to advantage? The unified program for the kindergarten primary field ought to stress the vital factor that these nature and social science experiences play in making for reading readiness.

This brings us to another important preparation for the reading situation and that is the use of books in the kindergarten. Some of the reading clinic children had a great aversion for books. So much so that some of the students refrained from using books with the children for two or more weeks. Love for books could be made very strong in the kindergarten. Should we be satisfied with a small

variety of books? The book shops are full of lovely ones suitable for kindergarten children. If school systems can not furnish the right kind, mothers' clubs might contribute, or we might "treat" ourselves to a few, putting them in our budget under the heading of entertainment for our friends. Our children certainly are our friends. Each kindergarten should have a library corner. Respect and care for books can be taught easily if the books are the type that bring joy, fun and much needed information. Books with a word or a short sentence under each picture, being careful not to use primers or readers that will later be used in the grades, are a great incentive toward reading. The experiences that have been described above will give a thirst for books which describe by picture things already experienced, thus learning still more about them. We must always remember, however, that the real experience comes first and then re-lived through the picture.

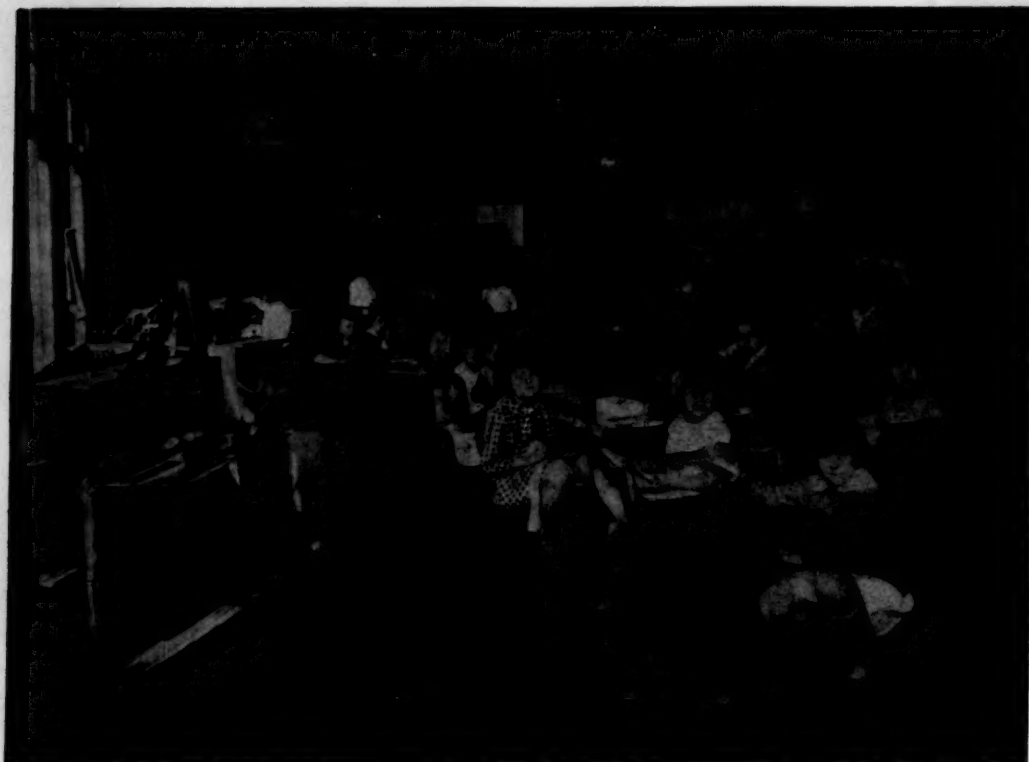
Several of our clinic cases ignored the printed word entirely. The child looked at the pictures in the books, asking many intelligent questions, but appeared oblivious to the fact that the printed story would give them the desired information. Many kindergartners are having activities that ought to counteract this condition, e. g., they often ask the children to tell the stories about the pictures they have drawn. This story is jotted down and printed later under the picture in the child's book which contains a series of his drawings. The story has been composed by him about a picture which he has drawn. As he goes over and over the book he learns to connect something vitally interesting to him with the printed word. This, if continued in a satisfying situation in the first grade ought to build a knowledge that these symbols really contain something worthwhile. There is always the possibility however of the attitudes being shattered by continued failure to

learn to read from some other reason than neglect in kindergarten.

Several of our reading clinic children were very poor in comprehension of the meaning of the printed word. They could read the words perfectly but these words conveyed no meaning to them. If these children had been given in the kindergarten the background of experiences described above and had been exposed to books whose pictures re-told them all the interesting experiences, the content side of reading might have developed in them provided that the meaning of the reading material was emphasized rather than just the skill itself in the grades.

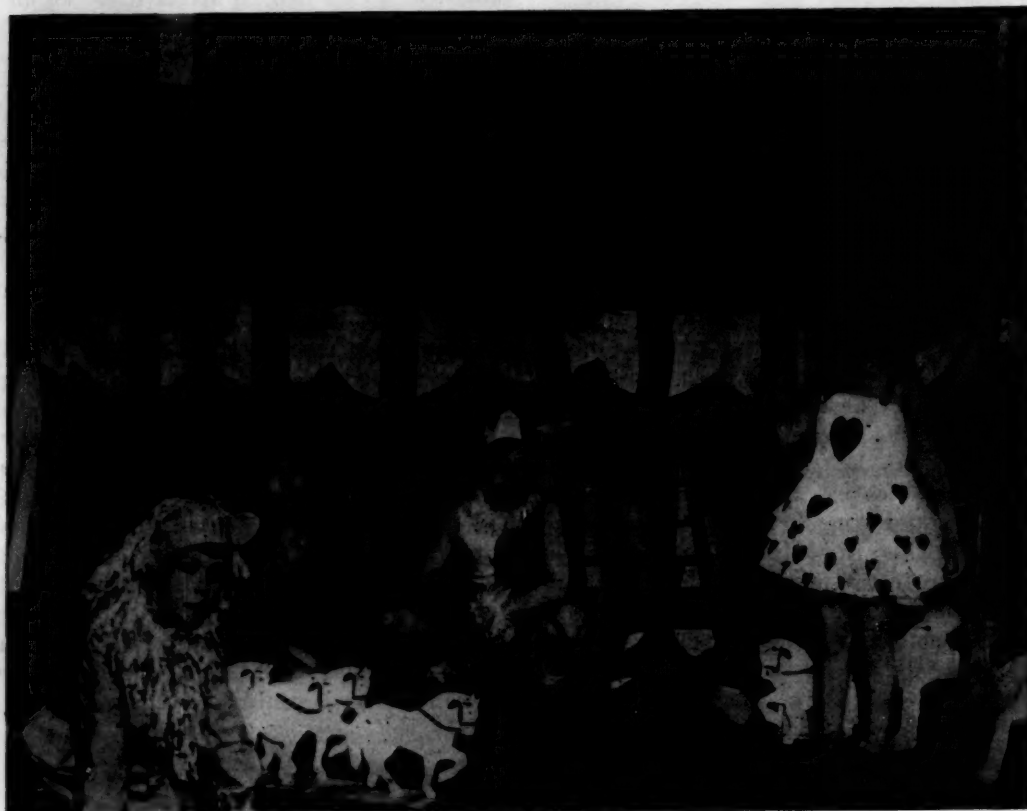
Another outstanding cause of reading disability was the child's lack of belief in his own ability to do the work. This went hand in hand with the failure on the teacher's part to capitalize the child's special abilities, musical, rhythmic, etc. The successful kindergartner is one who helps each child live up to his best possibilities. This can be attained as we all know by putting the child at ease, by praising his efforts and early achievements. Mastery is a drive so strong within all children that when they are put in a situation too difficult for them to master they become crushed. Every child has some special ability. It is the kindergartner's work to find what this is and develop it. To send these children of ours strong in the belief in their own power is no small achievement.

Many of our problems in reading would never have developed if we were carrying out a unified program in our schools in the kindergarten-primary field. If our objectives were the same, if our methods and procedures were the same, and if records of work achieved, of attitudes and needs could go on with each child from the kindergarten to the grades, and if we had teachers who were working with the idea of developing children rather than subject matter, the need for reading clinics would soon be over.



FARM LIFE

SECOND GRADE, PEABODY SCHOOL, MEMPHIS, TENNESSEE



THE CIRCUS

FIRST GRADE, BRUCE SCHOOL, MEMPHIS, TENNESSEE

Report of Conferring Committee on Reorganization International Kindergarten Union

THE Conferring Committee on Reorganization from the International Kindergarten Union was appointed in March, 1929, immediately following the Superintendence Session. It presented a tentative report at the business session of the International Kindergarten Union in Rochester, May 2, 1929. At that time the action of the Executive Board in appointing such a committee was approved and the committee was continued, with the understanding that the final report be sent in writing to the branches of the International Kindergarten Union not later than two months before the annual meeting of 1930, in order that a vote might be taken on the plan at that time.

The conclusions of the committee last May covered the following reasons for recommending reorganization to the International Kindergarten Union. The committee desires to re-emphasize these reasons at this time as they represent the thinking of the committee, which led to the final plan.

1. The psychology of the child for the years from two to eight reveals common needs that indicate the necessity of the closest possible integration of the work of nursery school, kindergarten and primary grades. In no other way can the best interests of childhood during these years be served.
2. Our normal schools and colleges of education have unified kindergarten and primary training in kindergarten-primary courses and departments, and have in several instances already introduced nursery school training in this unit. Many of our school systems have unified the supervision of the kindergarten-primary grades and there is a continuous general movement in that direction. Our teachers, therefore, with a common training, supervision, and an integrated course, need a national organization for professional growth, which professedly in name and purpose represents their interests.

3. Such an organization could bring a greatly enlarged and more influential attack in promoting progressive nursery school, kindergarten and primary work throughout this country, and in establishing kindergartens in communities which do not have them, and also in aiding legitimate development of nursery schools and parent education.
4. The International Kindergarten Union, and through it the cause of childhood education, needs the more adequate support which a larger membership and a wider appeal to foundations and people of means would bring.
5. A careful examination of the present membership of our own organization, our committee projects, and our annual programs, prove that we have developed beyond the limited interpretation of the word "kindergarten" in our name, and beyond the statement of our purpose in the constitution. We need, however, for the sake of the general public and those nursery school and primary teachers who do not give the word "kindergarten" the broader interpretation of our own leaders, to make clear our larger purpose and work.

The committee pointed out that the International Kindergarten Union is not only the oldest professional organization of the kind in the field of early childhood education but it has a very definitely formulated constitution and by-laws, and is incorporated. It, therefore, seemed desirable to the conferring groups to begin with the most complex and definite organization and see if its constitution could be revised so as to offer a working basis for bringing together the progressive nursery school, kindergarten and primary teachers throughout the country. The committee submitted tentative suggestions for such a revision to this body last May, and after hearing these suggestions the vote for continuing the committee was unanimously given.

The committee therefore decided following the meeting to submit its suggestions

for revision of the constitution and by-laws of the International Kindergarten Union to the committee on amendments, with the request that this committee prepare the necessary revisions. In October the chairman of the committee on amendments met with the conferring groups in Chicago, and the completed revision of the constitution and by-laws was later presented by the two committees (conferring and amendments) to the Executive Board.

The final form mailed to the branches thus represented the best judgment of the Executive Board, the conferring committee and the amendments committee. Since

suggestions and questions have been coming in from individuals and branches, further changes have been proposed which will be presented by the amendments committee with the full knowledge and consent of the conferring committee.

Respectfully submitted,

EDNA DEAN BAKER, *Chairman*
CAROLINE W. BARBOUR
ELLA RUTH BOYCE
MARY DABNEY DAVIS
BARBARA GREENWOOD
MARGARET HOLMES
ALICE TEMPLE
CATHERINE WATKINS

In presenting the report, Miss Baker, chairman of the conferring committee, said:

Unofficially, I wish to state that the members of the conferring committee, although representing the most divergent views in the beginning, have worked together in the finest spirit, attempting to see what is best at this time for this organization, for the kindergarten in which we are all deeply interested, and for the larger cause of childhood education. The members of the committee have frankly discussed all their differences and have come to a compromise rather than to the point of view of any individual member.

It is in the same spirit of open-mindedness that we hope this larger body may discuss the final report given by the amendments committee. We want your frank constructive criticism of the plan, and we shall abide by your decision feeling that it will indicate what the International Kindergarten Union, of which you are the representatives, is ready to do and therefore can safely do in the matter of reorganization.

THE INTERNATIONAL KINDERGARTEN UNION changes its name and brings its constitution up to date with its activities.

Following Miss Baker's report, Miss Ella Ruth Boyce, chairman of the Committee on Amendments presented the constitution amendments submitted by her committee. Following a general discussion in which many people participated, these amendments were unanimously adopted.

As soon as the articles of incorporation have been adjusted the **INTERNATIONAL KINDERGARTEN UNION** will be known as the

ASSOCIATION FOR CHILDHOOD EDUCATION
(Nursery—Kindergarten—Primary)

A full report of this significant business meeting of the 37th convention of the *International Kindergarten Union* will be sent to all members of the organization early in September.

International Kindergarten Union

Research Committee

REPORT OF PROGRESS

A UNIVERSITY professor of school administration recently made the statement that unification of the kindergarten and primary grades was still a hope of educational leaders rather than an achieved fact for the great majority of the school systems of the country. The project on which this committee is engaged has for its main purpose the assembling of facts which will tell us just how far we have actually gone in unifying the education of early childhood, how far and at what points current practice lags behind progressive theory, what are the trends in the development of unification practices, and to what extent we have scientific support for what we are undertaking to do.

From the unit of the study which is being carried on in cooperation with the Bureau of Educational Research at the Ohio State University, dealing specifically with current practices, Dr. MacLatchy's report last year showed that so far as furniture was concerned, in the 310 cities of 10,000-30,000 population which had kindergartens and said they were attempting unification, the typical first grade left much to be desired as compared with the kindergarten, and that the second grade was still further removed from the ideal furnishings for the freer type of curriculum which a unified program would suggest. Full reports of findings on equipment and supplies and on administrative procedure are not yet available. From the "hundreds of tables involved in the analysis of replies" on these matters, Dr. MacLatchy reports for the items needed for constructive work in the early grades such facts as the following: wrapping paper is provided for all kindergartens

in the system by about one-half of the group reporting; for all first grades by one-third of the cities; and for all second and third grades by about one-fourth of the cities. For soft wood the relative percents from kindergarten through third grade are respectively 37, 15, 6, and 8. For boxes the comparative percents for these grades are 33, 16, 10, and 7. Crayon and paste are more nearly the same in distribution through the grades.

The following points on administrative procedure were culled for report: for the cities reporting, on the average 76% of the pupils enrolled in the primary grades had attended kindergarten, the percentages ranging from 1 to 100. In 24% of the cities kindergarten attendance was required of all children.

With reference to the rotation of teachers frequency has not yet been summarized. The length of the cycle varies. In two cities the kindergarten teacher is "promoted" to first grade with her class but returns to the kindergarten when they pass to the second grade. In one city the kindergarten teacher proceeds with her class through the third grade before returning to the kindergarten. One city reports rotation beginning with the first grade and continuing through the third. In passing, the chairman wishes to register keen satisfaction with her personal experience with rotation of teachers in certain New Haven schools which have been experimenting with this plan. "Common supervisor, promotion standards and record systems which serve to unite the kindergarten and primary grades are unusual in this group of cities."

The course of study should provide guidance to teachers in unifying the func-

tioning curriculum. Objectives conceived in terms of growth and providing for physical and mental health, intellectual and emotional control and enrichment, and social adjustment involving the progressive integration of personality, should be provided for, together with appropriate help for teachers in locating and evaluating materials and in initiating suitable procedures for stimulating the kind of activity on the part of children which will insure such development. Miss Helen Clowes at Western Reserve is investigating courses of study from the standpoint of their value in facilitating unification and will report her findings at a later time. You can assist her and the I. K. U. by seeing that she has a copy of your course of study contributed to the cause.

The research bibliography unit continues its laborious task. Until the several members have been able to complete their individual assignments the final classification and summary which will fall to the lot of the chairman cannot, of course, be undertaken. Miss Katherine McLaughlin of the University of California at Los Angeles has contributed an interesting report based upon the work of the Research Committee of the California Kindergarten-Primary Association, which has been studying the problem of first grade readiness and retardation. The report covers the following investigations:—(1) A study of causes of non-promotion in the first grades of the California schools; (2) A study of first grade readiness in a group of Los Angeles schools; (3) Procedures used with first grade entrants in San Diego; (4) A survey of procedures in places outside of California. A bulletin covering this study is published by the University of California at Los Angeles. The chairman sincerely regrets that unusual pressure of work has forced Miss McLaughlin to withdraw from the I. K. U. Research Committee this year. The other contributors to this unit are working steadily toward the final report.

Dr. Ruth Andrus has presented a pre-

liminary report of spontaneous questions of children in Kindergarten-Primary grades. The records of children's questions are being kept by the teachers. She hopes to obtain answers to such questions as the following:

1. Does the child from 4-6 or 6-8 ask more questions of teachers or other children?
2. What age between 4 and 8 asks the greatest number of questions?
3. What activity in school seems to stimulate more questions?
4. What do children from 4 to 8 ask questions about?
5. Do they always wait for an answer?
6. Does the child to whom the question is addressed always answer the question or does he ask another?
7. Do girls ask more questions than boys or is the opposite true?
8. Do girls ask questions about the same or different subjects than boys?

Dr. Rachel Stutsman of the Merrill-Palmer School reports for the Nursery School unit that two young women are spending practically full time on developing a plan for following up the nursery school "graduates". Quoting from her report:

"The plan is to include a careful all round study of these children's development from point of view of physical, mental, educational and social adjustment. from point of view of physical, mental, educational and social adjustment. The contact which we are having with them regularly will be in the form of weekly Brownie Club meetings. There are two groups of children being studied, twenty in each group; the older from eight to eleven years old, and the younger from six to eight. Contacts have been made with the parents and we will get as much information as possible about the children's home life and their development as seen by the parents. We are also making contacts with schools and will try to study what has happened educationally to the child

since he left Merrill-Palmer School.
 * * * * * We have had some meetings with mothers of the children who have just entered the public schools for the first time this year and have had very interesting reactions from them in regard to the child's adjustment in the school. There seems to be a fairly general feeling that one half year of kindergarten is enough for the children because they seem to be more advanced than the usual child who has had no nursery school experience. Some of the kindergarten teachers seem to welcome nursery school children whole-heartedly and to understand the necessity of giving them stimulation through leadership and additional opportunities for development. Other kindergarten teachers complain bitterly because of the boredom shown by nursery school trained children, of their lack of cooperation, and of their too great initiative. We hope to work out some way by which the nursery school teachers and the kindergarten teachers who are dealing with the Merrill-Palmer School graduates can get together and thrash out a more co-ordinated program. This will take time and has not yet been done."

A promising nursery school-kindergarten unification study was reported at a round table conference at the American Research Association dinner at Atlantic City in February by Dr. Katherine B. Greene of the University of Michigan, based upon data furnished by Miss Esther Belcher. She stated that kindergarten teachers have expressed fears as to the influence of the nursery school on children in the formation of the following undesirable habits and traits:—

1. Unwillingness to accept authority.
2. Lack of persistence, due to poor discipline.
3. Lack of social inhibitions.
4. Demand for the teacher's attention, due to an expectation of individual attention.
5. Unwillingness to join the group in planned activities.

The study was undertaken to get in-

formation with regard to the questions which these teachers raise. Three groups of kindergarten children, comparable as to economic, social and mental development levels, were studied: (a) Group with nursery school training; (b) Group without nursery school training who had been on nursery school waiting list; (c) Group without nursery school training who had not been enrolled on a nursery school waiting list.

The study was incomplete when reported and covers only a small number of cases, but so far as it had gone the data seemed to indicate that the nursery school children are, on the whole, better educational risks for the kindergarten than are children without such experience. It did show however, points of maladjustment which Dr. Greene felt were indicative of the need of more effective integration of these two levels of development.

It would greatly facilitate the work of the Research Committee if members of the I. K. U. would send to the chairman of the committee a note of any experiments or other forms of research on unification problems which may come to their attention or on which they personally are engaged.

In concluding this report, the chairman wishes to express her appreciation of the cooperation and tolerance of the members of the committee, without which the difficulties of conducting a large project through a widely scattered personnel would be insuperable. She ventures to express also the hope that next year's meeting will mark the consummation of the unification of the various notional organizations actively interested in Nursery School-Kindergarten-Primary Education.

Respectfully submitted,

BESSIE LEE GAMBRILL, *Chairman.*

RUTH ANDRUS, *Director.*

HELEN CLOWES

LILLIAN A. KEITH

JOSEPHINE MACLATCHY

E. MAE RAYMOND

ISA D. REED

RUTH STREITZ

RACHEL STUTSMAN

Report of the Literature Committee

AS its completed project the Literature Committee has in the hands of a publisher and ready for the fall trade a book of the best of the available traditional tales for children in kindergarten, first, and second grades. A project which is in its beginning is a second and companion volume to be made up of realistic stories. This book we hope may be published in another year and a start made toward a third volume devoted to poetry, thus covering in three volumes the field of literature for young children.

In our book of traditional tales we have stayed within the kindergarten-primary field in the stories chosen, and within the stories already selected and printed in the Selected List of Stories published and re-published by our previous literature committees. We believe as a committee, however, that we should—in the volume of realistic stories to be—reach down into the nursery school age child field and out into all available material for story selection.

In the early fall, when the committee members were assembled, the committee had as its working capital a list of thirty-four stories selected both from the standpoint of the quality and integrity of the story chosen and also with a carefully selected story version in mind.

A list of included stories follows:

Ole Lukoie, The Dustman
Thursday Story
The Sheep and The Pig that Built the House
The Elves and The Shoemaker
The Street Musicians
Wee Robin's Christmas Day
The Travels of a Fox
Scrapefoot
The Pancake
The Town Mouse and The Country Mouse
The Three Goats
The Old Woman and Her Pig
The Story of The Three Little Pigs
The First Christmas
Sleeping Beauty
Boots and His Brothers
The Three Billy Goats Gruff
The Straw Ox
The Lad Who Went to the North Wind
The Flying Ship

The Princess on the Glass Hill
Cinderella
Fulfilled
The Race Between Hare and Hedgehog
The Fisherman and His Wife
The Wonderful Pot
Little Scar Face

At the suggestion of Louise Seaman, of the Children's Book Department of the Macmillan Company, Grace Gilkison was secured as our illustrator. She has drawn three colored pictures in delicate half tones and many more in black and white. Our frontispiece portrays in lovely colors and interpretation a picture of Ole Lukoie, The Dustman, carrying a green umbrella, with whose picture stories he enchants at bed time all good boys and girls. The title of our book is tied up closely with the frontispiece and its first story—that of Ole Lukoie. We are calling it "Told Under the Green Umbrella" and adding as its sub-title "Old Stories for New Children." The foreword our International Kindergarten Union president, Margaret Holmes, will write: it will shape itself into a message for children.

We have dedicated "Told Under the Green Umbrella" to the children of today from the children of yesterday. Somewhere toward the front will be a list of the members of our working committee. Placed after the printed stories is a message to grown-ups by way of explanation, telling of the original list of stories from which the book stories come, of the standards set up in their selection, and of the companion volumes to follow.

"Told Under the Green Umbrella" will sell to the general public at a market price of \$3.00, with a cost to our International Kindergarten Union members of \$1.80. Every copy sold outside our membership in the first 10,000 will bring 30c rolling into the coffers of our treasury, with 37½c to follow. These royalties we hope will prove like an enchanted pot skipping with its contents to our treasury

and its propaganda work in the service of childhood. Watch for our book this coming fall and help to advertise it.

Our committee seeks your help also in suggesting the stories for the companion volume of realistic tales. Out of the returns already in from a questionnaire sent out recently asking for the names and sources of realistic stories for the nursery school, the kindergarten and the primary grades, many suggested stories were embodied in story picture books and as such are outside our publication province.

Teachers of young children sincerely believe that the realistic story should predominate, at least in the nursery school and kindergarten. Our greatest literature need for the child of today lies in realistic tales. These we are seeking everywhere, searching diligently for stories with a

universal appeal, stories built up on a realization of child psychology, and because of it on story integrity,—stories worthy of a place among the immortal tales for children.

Our this year's committee bespeaks your help for the working committee of next year and their project of a much needed book of worth-the-telling realistic stories. If a questionnaire comes your way answer it. Go out of your way to send a list of good realistic stories to the chairman of the Literature Committee.

MARY LINCOLN MORSE, *Chairman*;

MARY GOULD DAVIS

BEATRICE HAWKSETT

FRANCES KERN

MARTHA SEELING

ETHEL B. WARING

ADAH F. WHITCOMB

MARY REED WOOD



CHAIRMEN OF COMMITTEES OF THE INTERNATIONAL KINDERGARTEN UNION
Catharine R. Watkins, Frances Berry, Helen C. Clowes, Marjorie Hardy, Ella Ruth Boyce, Fannie A. Smith, Margaret Cock Holmes, Winifred Bain, Grace L. Brown, Sarah A. Marble, Mary L. Morse.

Gleanings from State Reports

MANY interesting things relating to the welfare of young children are happening in the United States and many challenging situations have been brought to our attention in response to a questionnaire sent out by the chairman for Delegates Day at the annual meeting of the International Kindergarten Union at Memphis.

Due to a variety of causes too numerous to list but among which increasing knowledge of mental hygiene and child study loom large there is a marked and growing interest in purposeful, planned education for the child under six years of age. Evidence of this growing interest is shown in the large increase in kindergartens in Texas, where thirty-one new kindergartens have been opened in Houston in the past six years, making the total in that city forty-five, and during the same period Fort Worth kindergartens have increased from eighteen to fifty-four.

Washington has added three kindergartens in Seattle and three in Everett, with several others in small towns throughout the state. A kindergarten training department has been introduced in the Oregon State Normal at Monmouth. Furthermore, a permissive law has been passed. Kindergartens are increasing in number. No states, except North Carolina and Minnesota, report a decrease and fifteen east of the Mississippi and eleven west of the Mississippi report increases. While these are slight in some states, we are to be encouraged by the report from Ohio; in 1925 there were kindergartens in twenty-two cities in Ohio, in 1930 they are in forty-four cities. One hundred percent increase is certainly a challenge to other states.

Curriculum revision for the kindergarten has been an undertaking in a number of states, notably in Wisconsin, where

curricula for both four and five year old groups have been published.

New Orleans has made a comprehensive study of the status of the kindergarten in eighty-six cities of the United States. This pamphlet should be read by every person interested in the growth and development of kindergarten work.

Interest in health and normal physical development of children upon entrance to school life, either kindergarten or first grade, is almost universal in the states. Summer "round-ups" for the physical examination of children who are to enter school in the fall take place in a large number. Comparative statistics of the health of children during the first few years of school life, showing the percentage of illness where physical examinations are and are not held previous to school entrance would be interesting reading; a good bit of research for the kindergarten to undertake. Another interesting study would be of the percentage of corrections following advice as to defects discovered at the time of the physical examination. In five counties in Pennsylvania it is fifty percent, which is encouraging.

Situations challenging to other states are found in Michigan, Ohio and Illinois, where teachers of nursery schools, kindergartens and primary grades have united in some sections in one organization. In California, South Carolina and Wisconsin kindergarten and primary teachers have united in state organizations. Thus far Michigan is in the lead with the only *state* association of nursery school, kindergarten and primary teachers. Pennsylvania reports progress through the appointment of a state director of elementary and kindergarten education.

When we come to the consideration of special needs and problems relating to

the education of young children individual differences seem to be as evident among the states as they have been found to be among children. However there are common likenesses also. Many states report the need for better understanding of the significance of early childhood and of modern education, on the part of the public. Teachers need to be able to speak convincingly on these subjects before groups of parents. Most imperative of all is the need for wise legislation in regard to the establishment of kindergartens and the appropriation of funds for their maintenance. In a number of states, notably in the South, there is still lack of appreciation of the need of training for teachers of young children. Kindergartens are opened by untrained women and there is little, if any, objection.

Several states report that school rooms are often too small for the number of children enrolled and that almost no consideration is given to the fact that little children need sufficient space for large muscular activity both indoors and out.

Nursery schools are rapidly increasing and it is gratifying to note that many of these are pre-kindergarten groups in private and public schools where the results of nursery school attendance can be carefully followed up. In order to have adequate knowledge of the value of attendance at nursery school children should be under observation in the years following. This is one of the strongest arguments in favor of unification of nursery, kindergarten and primary grades.

Over one hundred and eleven nursery schools are reported east of the Mississippi River with the statement added in nearly every instance that there were many additional private nursery schools in the state but that exact data were not available. Fifty-eight nursery schools were reported from the Western states with sixteen of these in California. This figure is probably much too conservative for the West. However, the interest in the nursery school seems to indicate interest in education in the early years and a belief in

the importance of these years which should result in an increasing interest in the establishment of both nursery schools and kindergartens.

Parent education is a live question in many states. In New York 13,000 parents were served by the State Department of Education under the Spellman Foundation during the past three years. In New Jersey play centers have been started which are supported and operated by the mothers under trained leaders. In Pennsylvania six thousand foreign born non-English speaking mothers are enrolled in home classes under the control and supervision of the public schools. This plan is developing rapidly.

Parent-Teacher organizations are a common means of educating parents to the needs of little children and the value of the kindergarten. In several instances the only kindergartens in a state are sup-



TWO FOREIGN DELEGATES—PRISCILLA CARINO, PHILLIPINE ISLANDS; NOREEN DORRIEN, TORONTO, CANADA

ported by the P. T. A. Alabama reports one thousand parent-teacher associations and yet Mobile is the only city where kindergartens are a part of the public schools. Is it not time that Parent-Teacher associations turned their major effort toward legislation which will provide funds for kindergarten support rather than toward the raising of funds themselves, which means that kindergartens are privately supported and not a part of the public school system?

In some states there is close cooperation between the state Parent-Teacher association and the state university, lectures being given by the universities along lines of child care and development. Courses for leaders of parent groups are given by persons sent out by the state universities and teachers' colleges. This is true in New Jersey and Iowa.

An unusual and valuable piece of parent education is being carried on in Michigan by a large department store which conducts a week's program every year dealing with child welfare. Specialists give talks and demonstrations and conduct round tables relating to health, clothing, food, toys, books, etc., for young children. Demonstrations of self-help clothing for little children will be sent to a group of mothers on request. It would seem that other large department stores might be

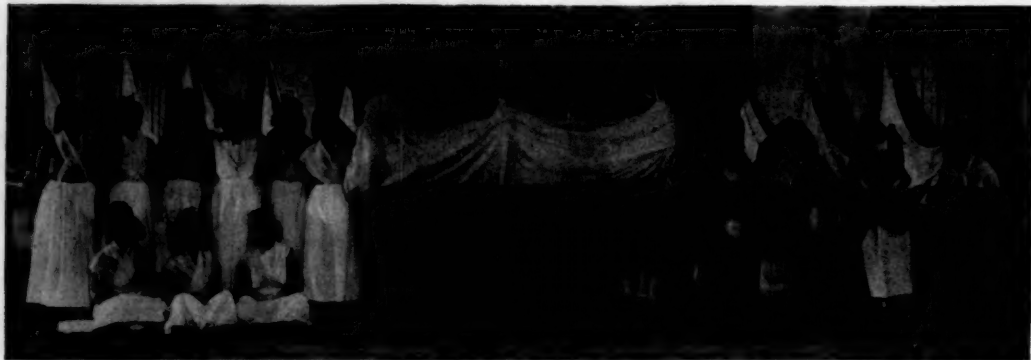
interested in carrying on a similar enterprise.

One unique and needed piece of work in parent education is being carried on in Wisconsin which reports "sane and persistent propaganda against the use of the moving picture theatres as parking places for after-school children."

The A. A. U. W., college clubs, and women's federated clubs in many cities and states have education departments which are actively interested in parent education and are carrying on valuable work along this line.

This entire report shows that conditions are encouraging but that much work is yet to be done. Only through constant and devoted work in the interest of little children can we hope to achieve our aim of kindergarten education available to all children in this country.

The list of states reporting is as follows: Maine, New Hampshire, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Maryland, North Carolina, South Carolina, Alabama, Louisiana, Texas, Michigan, Wisconsin, Illinois, Indiana, Ohio, Kentucky, Arkansas, Missouri, Utah, Nebraska, Oklahoma, Kansas, Arizona, Iowa, Colorado, North Dakota, South Dakota, Wyoming, Washington, California, the District of Columbia, and Oregon. FRANCES KERN, *Chairman*.



THE MISSOURI DELEGATION AT THE MEMPHIS CONVENTION

Results of the International Kindergarten Union Questionnaire on Nature Study

THEODOSIA HADLEY

FOUR hundred and ten returns to a questionnaire were received by the Science Committee on the purposes and programs for Nature Study in the Kindergarten and Primary Grades. A summary of the opinions expressed follows.

The first topic taken up in the questionnaire is on the "Methods of Teaching." The first question in this topic is, Question: "What is your objective in teaching Nature Study?" and under this heading there are seven suggestions. The percentages refer to affirmative statements made by the 410 returns received.

1. Acquaint children with an appreciation and enjoyment of the wonders of nature. 95.8%
2. Develop observation. 90%
3. Acquaint children with their environment. 79%
4. Acquaint children with facts of nature. 54%
5. Acquaint children with the fundamental principles of life. 43.6%
6. Develop deductions from observations. 28%
7. Gain appreciation and knowledge of nature through contacts and experiences of the many phases of nature. 85%

The second question under methods of teaching is, "What are your methods in developing nature interests?" There are seven methods suggested under this heading.

1. Talk about material children provided. 100%
2. Have children get out of doors to find material. 99%
3. Have children grow (plants, animals) in room. 91%
4. Talk about material teacher provided. 87.5%

5. Have children observe material and talk about it. 86%
6. Expose children to nature material by leaving it on the nature table. 51%
7. Nature bulletin board. 20%

There is a general agreement among scientists regarding the major goals to be achieved in teaching science in the schools. The only difference is the method of stating goals or objectives. The following objectives are excerpts from a paper read by E. R. Downing at the Cleveland meeting of Supervisors of Nature Study in 1929:

1. Acquisition of *Knowledge* of the principles or laws of science and skill in their application to problematic situations, together with that *knowledge* of facts and concepts that serve as an apperceptive mass for comprehending these principles and laws.
2. Achievement of desirable *emotionalized standards*, such as a respect for science, appreciation of the lawfulness of nature and of the moral import of her laws.
3. Skill in scientific thinking.

These goals when achieved will produce the ultimate goal of establishing good habits, producing health of body and mind, developing tastes, aptitudes and attitudes of mind that will make a wise choice in the use of leisure and in the selection of a congenial vocation.

OBJECTIVES

To a child, the first and second grade activities are essentially those of adjustment. The natural science experiences may well be of a similar nature. These should include the recognition of seasonal change, the identification of reasonably

common natural things and the recognition of the habitat of these things.

Education is not so much concerned in starting boys and girls on the road to becoming scientists and naturalists as in training them to become educated laymen. As laymen they have need of certain skills, appreciations, attitudes and information that can be secured from science.¹

Much space has been devoted in educational literature to the value of appreciations and attitudes to be derived from the study of science and nature study. In fact the emphasis has been so largely placed on this phase that the importance of information as a basis for intelligent understanding has been frequently overlooked. Appreciations, attitudes and the like are necessarily concomitants of the development of meanings in the information which is presented, a fact which increases the importance of having goals in subject matter so that factors in the environment and the universe may assume certain very definite meanings for the child.

Major Objectives of Nature Study in Elementary Science:²

1. To afford children an abundant opportunity to come in touch with many things in nature and to enrich their experiences in varied situations so that they may acquire the ability to learn through the exercise of their own senses. (Observation and interpretation.)
2. To lead the children to comprehend the dependableness of natural laws and to realize that regard for and application of these laws govern their health and comfort. (Cause and effect.)
3. To bring about a growing consciousness (according to their ability to understand) of scientific conceptions (understandings).
4. To develop a process of thinking out simple problems that will lead to the

habitual use of the scientific method. (Scientific method.)

5. To make possible an aesthetic and an intellectual appreciation of nature that will lead to:
 - A. A spirit of unselfishness for all conservation.
 - B. Pleasure in leisure spent in the open.
 - C. A proper valuation of nature in art and literature. (Ethical and spiritual growth.)

Part of a paper at the Nature Study meeting of the Superintendents meeting of N. E. A. at Atlantic City, 1930. L. Lenore Conovex, chairman of committee on objectives for nature study.

The kindergarten teacher receives the child after his first step on the ladder of education. It is now being questioned whether a child's emotional reactions can be changed after the age of four. As this point is still to be definitely established the kindergarten teacher should be continually conscious of the above goals stated from different points of view while she is leading the children through the kindergarten period.

The two points which should be the strongest are the most weak. Only 28% said they developed deductions from observations and 43.6% said they acquainted the children with the fundamental principles of life.

The whole point of nature study teaching is lost if the teacher is not continuously aware of these objectives or some similar objectives which motivate her work. The two points that received the most checks were:

1. Acquaint the children with an appreciation and an enjoyment of the wonders of nature.
2. Develop observation.

These two points are not goals or objectives except for a special lesson but they are methods or means by which some goal or objective may be reached. If the teacher does not have a goal or an objective and does not recognize one when it is presented it is not necessary to take

1. Cornell Rural School Leaflet, Sept., 1928, No. 1, Vol. XXII, E. Lawrence Palmer.

2. Tentative Course of Study in Elementary Science for Grades I and II by G. S. Craig.

the time to explain how much energy of the teacher and precious time of the child is being wasted.

Under Section 1, What is your objective in teaching Nature Study, numbers 2 and 6 are objectives and the other five numbers are methods of obtaining objectives.

Methods of Teaching should read:

1. What are your objectives in teaching Nature Study?
 - a. Acquaint the children with the fundamental laws of life.
 - b. Develop making deductions from observations, which is a method of scientific thinking.
 - c. Develop emotionalized standards, such as a respect for science, appreciation of the lawfulness of nature and of the moral import of her laws.
2. What are your methods in developing nature interests?
 - a. Develop an appreciation and enjoyment of the wonders of nature.
 - b. Develop observation.
 - c. Gain appreciation and knowledge of nature through contacts and experiences of the many phases of nature.
 - d. Acquaint children with their environment.
 - e. Develop conversation of children by having them talk about material provided by children.
 - f. Have children grow and have responsibility for plants and animals in the room.
 - g. Expose children to nature material by having it on the table.
 - h. Encourage children to go out of doors to find material.

Only 51% of the Kindergarten teachers use a nature table. The material—rocks, coal, crystal, magnet, guinea pigs, rabbits, wild flowers, etc.—each should be on the nature table for weeks at a time so that the children can watch, play with, become acquainted with the nature specimens over and over again, day after day. By all means have a nature table.

TRAINING OF TEACHERS.

Almost two thirds of the Kindergarten teachers have had a course in Nature Study and more than three fourths of them have attended Normal Schools.

These figures show one of two facts. Either the students are not well enough prepared in science when they enter the Nature Study courses in the Normals or the teachers of Nature Study are not doing good work.

The scientific preparation of 98.74% of students enrolled in science courses for teachers in elementary schools has been secured predominately in high school, 55.03% have secured all of their preparation in high school and 43.71% have secured a large part of it in high school. Dr. Florence Billiq, A Technique for Developing Content for A Professional Course in Science for Teachers in Elementary Schools.

The Superintendents meeting of the N. E. A. at Atlantic City, 1930, showed through research in three divisions the writer happened to attend that High School teaching must be improved before good work in Nature Study can be done in teacher training institutions.

Most High Schools are interested in preparing students for the liberal arts colleges and most college work in the biological sciences is microscopic and purely morphological. As one lecturer expressed it, "High School work in the biologic field should be called Necrology instead of Biology." Dead matter is studied instead of the living things.

The field work done by either High School or College biological science courses is infinitesimal and because of that these courses are unfitted for prospective teachers. If students would take these morphological courses and consider them only as a background for field courses in the same subjects then the Nature Study courses in the teacher training institutions could produce good results.

The High School General Science course most helpful to prospective teachers and to students who stop school at the High

School stage, and most High School students do stop at this stage, should be taught mostly in the field with a minimum of dissection and microscopic work. In sections where winters are too severe for field work to be practical the work suitable during this period is general information in the physical sciences, basic geologic facts and general information about our Solar System and the Universe as we know it.

High Schools should devote more than half of the time of the study of geology, botany, zoology, entomology and physiology in the field and a small amount of time should be given to dissection and pure morphology.

Until High Schools do better teaching or until a year's full time is available for mature study in the teacher training institutions there is little hope of better teachers of nature study in the Kindergarten from teachers unsupervised in science.

When just one school in a state shows good work in Nature Study it shows that there is a teacher whose hobby is nature and that she is teaching nature in spite of a supervisor untrained in science or lack of a supervisor.

When a large group of schools in one spot shows good nature teaching it proves that here the teachers are getting clever, sympathetic supervision from a Supervisor trained in science.

The consensus of opinion in the papers heard by the writer at the Atlantic City meeting of the N. E. A. mentioned above is that there must be a science supervisor

just as there is a music and art supervisor. The general supervisor cannot be expected to be an expert in all lines of learning.

The next topic is "Nature Books." Due to the utter lack of information on this topic the writer prepared a bibliography which has been published in the magazine of the International Kindergarten Union for March and April, 1930.

One topic of the questionnaire is, "Nature Study Courses" and the first question is, "What phases would you like to have developed in a nature study course?"

1. Plant study.....	86 answered.
2. Bird study.....	67 answered.
3. Animal study.....	63 answered.
4. Methods	40 answered.
5. Nature appreciation	25 answered.
6. Water life.....	19 answered.
7. Seasons	17 answered.
8. Astronomy	11 answered.
9. Natural forces.....	6 answered.
10. Books	5 answered.
11. Illustrations	4 answered.
12. Nature's highways....	2 answered.
13. Hygiene	2 answered.
14. Field Trips.....	1 answered.
15. Experiments	1 answered.
16. Minerals	1 answered.

These results can be interpreted in two ways. Do more people want more plant study and fewer people want mineral study because they know more about plants and so realize how little they know or is it because most of their reference books and courses of study emphasize the biological side of nature?

The National Council of Teachers of English will meet in Cleveland, Ohio, next Thanksgiving and the Friday and Saturday following.

The meeting is for all classes of teachers, from the elementary schools through the colleges. The general topic will be "Creative English."

At the last meeting in Kansas City 645 were present; Cleveland hopes for 1000.

A memorial to Miss Annie Laws has been planned by friends of the kindergarten.

The memorial is to be an endowment to the University of Cincinnati for the extension of the College of Education Building that training quarters may be provided for the training of kindergarten teachers and that headquarters may be provided for organizations with which Miss Laws was for many years connected, to meet occasionally and feel a certain permanency in their interests and work.

Anyone wishing to contribute may write directly to Dean L. A. Peehstein, College of Education, University of Cincinnati, Cincinnati, Ohio.



PAST PRESIDENTS OF THE INTERNATIONAL KINDERGARTEN UNION
Ella Ruth Boyce, Caroline W. Barbour, Mary McCullough, Alice Temple, Stella Louise Wood,
Catharine R. Watkins

Report of the Committee on Credentials and Election

CONVENTION REGISTRATION

Total Registration.....	666	Distributed by Educational Position:	
States represented.....	34	Teachers	
Foreign countries represented.....	2	Nursery-Kindergarten-Primary-Elementary	403
States having largest representation		Supervisors	
(a) Tennessee	295	Kindergarten-Primary-Elementary.....	119
(b) Michigan	45	Representatives Teacher Training Institutions, Undergraduates and Training Teachers	65
(c) Indiana	42	Administrators	
Distributed according to Membership:		(a) Head of School.....	32
Officers	5	(b) Superintendents	1
Life Members.....	5	Miscellaneous	23
Committee Members	27	No Information.....	23
Delegates	204		
Associate Members.....	410	Total	666
Contributing Members.....	...		
Incomplete record.....	...		
Students	15		
Total	666		

ZELIA I. RUDISELL, *Chairman*

Index to Volume VI

September, pages 1-48; October, 49-96; November, 97-144; December, 145-192; January, 193-240; February, 241-288; March, 289-336; April, 337-384; May, 385-432; June, 433-480.

CLASSIFIED INDEX

Among the Magazines.....	Ella Ruth Boyce, 44, 93, 140, 187 235, 283, 331, 337, 428
Book Reviews.....	Alice Temple, 37, 41, 42, 90, 137, 184, 233, 280, 328, 374, 425
Committee Reports	
Gleanings From State Reports.....	Frances Kern..... 466
Committee on Time and Place.....	Bertha M. Barwis..... 442
Conferring Committee on Reorganization.....	Edna Dean Baker..... 459
Literature Committee.....	Mary Lincoln Morse..... 464
Research Committee, Report of Progress.....	Bessie Lee Gambrill..... 461
Results of I. K. U. Questionnaire on Nature Study	Theodosia Hadley..... 469
Children's Clothing	
Bibs for the Nursery School.....	Ernestine Chubb..... 10
Play Suits for the Young Child.....	Bess M. Viemont..... 208
Children's Literature	
Building a Child's Library.....	Marian Cutter..... 406
Contributions to the Young Child's Bookshelf, Past and Present.....	Helen Martin..... 30
Modern Classics for Young Children.....	Clara A. Ford..... 404
Convention Notices and Reports	
An Informal Memorandum on the White House Conference on Child Health and Protection..	Ada Orme Du Puy..... 243
Conference of Progressive Education Associa- tion	J. Milnor Dorey..... 354, 415
Kindergarten-Primary Department of the N. E. A. Association at Atlanta Convention.....	Florence Davenport..... 35
Report of the Elsinore Conference.....	Caroline W. Barbour..... 84
The Geneva Meeting.....	Frances Kern..... 87
The International Kindergarten Union Changes Its Name.....	460
The Memphis Convention.....	Mary Leath..... 218, 273
The Memphis Convention.....	Margaret Cook Holmes... 324, 369
The Nursery School Conference, Chicago, Oc- tober 24-26.....	Lee Vincent and Lois Hayden Meek 154
Curriculum	
A Pioneer Cabin.....	Helen M. Cooper..... 320
Backgrounds of Science for the Young Child..	Committee for the 28th Year- book of the National So- ciety for the Study of Edu- cation 58
Bibliography Suggested as Helpful in the	
Teaching of Nature Study.....	Theodosia Hadley..... 313, 357
Christmas Suggestions.....	Kalamazoo Public Schools... 133
For the Teacher of Beginning Reading.....	Rowna Hansen..... 157
How a Group Poem Was Made.....	Ruby Berger..... 124
How Many Stories Are Repeated in Primary Grades?	Ruth Streitz and Dorothy Gradolf 396

How Number Functioned in a First-Second	
Grade Activity.....	Katherine L. McLaughlin.... 18
Measures Which Can Be Used in Kindergartens	
to Prevent Reading Disability Cases.....	Helen Coe Clowes..... 452
Observations of the Creative Impulse in Very	
Young Children.....	Florence Cane..... 248
Our American Speech—A Responsibility of the	
Schools	Emma Grant Meader..... 435
Pets as the Center of Interest.....	William Gould Vinal..... 387
Play House Project.....	Doris Childs..... 322
Poetry for Children.....	Jean Wheeler..... 210
Procedure and Results of Work in 1-B Tran-	
sition Rooms.....	Josephine O'Hagan..... 409
Progress in Art Expression.....	Margaret E. Mathias..... 81
Responsibility of the Work Period.....	Helen Reynolds..... 416
Snow Modeling.....	Ruth Maney..... 276
Some Suggestions for Summer Study Received	
by Childhood Education.....	422
The Use of a Typewriter During a First Grade	
Language Period.....	Mildred Miles Roberts..... 302
The Work Period in the Kindergarten.....	Helen Thompson..... 418
Unit of Work in 2-A Reading.....	Elnora Bullinger..... 366
Unit of Work in 2-B Reading.....	Ada Ellen Lilly..... 364
World Friendship in the Kindergarten.....	Helen Blackistone..... 355
Songs	
Easter Carol.....	Elizabeth Webster..... 347
The Song of the Train.....	Jane Ensworth..... 346
Why Do Bells at Christmas Ring?.....	Lydia Avery Coonley Ward.. 153
Suggestions for Teaching Health in Schools..	Winifred Rand,..... 310
Suggestive Curriculum Material for the Four	
and Five Years Old Kindergartens.....	Committee of the Wisconsin State Kindergarten Associa- tion99, 165, 219
Tempo in Rhythm for Young Children.....	Eva Leah Hulson..... 78
The California Teachers' Guide to Child De-	
velopment	John A. Hockett..... 305
The Kangaroo Ship.....	Margaret Ann Walker..... 173
The President Comes to the Kindergarten....	Genevieve Slattery..... 362
Educational Survey	
An Ambitious Program for the Welfare of	
Young Children.....	H. E. Barnard..... 443
Encouraging Signs of Kindergarten Expan-	
sion	Frank M. Phillips..... 122
Studies and Investigations from the Field....	Mary Dabney Davis..... 440
The South's Interest in Kindergarten Primary	
Education	Lucy Gage..... 13
The Strategic Position of the Kindergarten in	
American Education.....	Patty Smith Hill..... 147
Editorials	
I Believe—Today.....	Rose H. Alschuler..... 195
Philosophy of Unification in Childhood Educa-	
tion	L. A. Pechstein..... 56
The Common Sense of Unification of Nursery-	
Kindergarten-Primary Workers.....	Charles W. Waddell..... 196
The School Year.....	Margaret C. Holmes..... 4
Equipment	
Line Drawings of Ladder, Hour-Glass, and	
Swing	Edwina Fallis..... 38

Line Drawings of Play Balcony and Lockers, University of Minnesota.....	Committee, I. K. U. Equip- ment	228
Line Drawings of Tables, Block and Strip Truck, Denver, Colo.....	Committee, I. K. U. Equip- ment	229
Outdoor Play Shelter.....	Emma Johnson.....	272
Foreign Education		
Education in Eight European Cities.....	Genevieve Lyford.....	257
Infant Schools in Russia.....	Genevieve Lyford.....	25
Mental Hygiene		
Personality Fears in the Young Child.....	Garry Cleveland Myers.....	253
Teacher Diagnosis of Behavior Problems in the Kindergarten	Caryl Bentz.....	316
The Unadjusted Child and School Entrance..	Burton M. Castner and Kath- arine Backes.....	5
The Wholesome School and Character Educa- tion	Edna Dean Baker.....	51
News and Notes.....	89, 181, 218, 232, 273, 278, 324 327, 345, 354, 369, 373	
Parent Education		
Introducing the Modern School to Parents....	Margaret Manning Roberts...	297
Practical Ways of Educating Parents to the Value of Physical Hygiene.....	Winifred Rand.....	128, 161
The Need for Parent Education in a Public School Program.....	Flora M. Thurston.....	205
Records and Reports		
A Teacher's Christmas Record.....	Winifred Crooks.....	182
Time Savers in Record Keeping.....	Lucille F. Ezekiel.....	401
Tests and Measurements		
Information Tests for Young Children.....	Paul V. Sangren.....	70
Theory of Education		
Can a Teacher of Young Children Carry on Research	Elizabeth Skelding Moore....	197
Experience as a Basis for Growth.....	Ruby Minor.....	269
Homogeneous Grouping of Pupils.....	J. R. McGaughy.....	291
Professional Reading and Study.....	Hattie S. Parrott.....	201
The Continuity of Elementary School Units and Activities	Beryl Parker.....	116
The Contributions of Science to the Principles and Methods of Teaching.....	Frank N. Freeman.....	348
The Educator's Contribution to the Social Adaptation of the Young Child.....	Wm. John Cooper.....	339
The Kindergarten-Primary Unit: Coordination Through a Unified Curriculum.....	Mabel E. Simpson.....	110
The Laboratory Plan at George Peabody Col- lege for Teachers.....	Lucy Gage.....	109

AUTHORS' INDEX

Alschuler, Rose H.....	195
Bahls, Esther.....	226
Baker, Edna Dean.....	51, 459
Barbour, Caroline	84
Barnard, H. E.....	443
Barwis, Bertha M.....	442
Bentz, Caryl.....	316
Berger, Ruby.....	124
Blackistone, Helen.....	355

Boyce, Ella Ruth.....	44, 93, 140, 187, 235, 283, 331, 377, 428
Bullinger, Elnora.....	366
Cane, Florence.....	248
Castner, Burton M. & Backes, Katherine.....	5
Childs, Doris.....	322
Chubb, Ernestine.....	10
Clowes, Helen Coe.....	454
Committee, I. K. U. Equipment.....	228
Committee, Twenty Eighth Yearbook of The National Society for the Study of Education	58
Committee, Wisconsin State Kindergarten Association.....	99, 165, 219
Cooper, Helen M.....	320
Cooper, Wm. John.....	339
Crooks, Winifred.....	182
Cutter, Marion.....	406
Davenport, Florence.....	36
Davis, Mary Dabney.....	440
Dorey, J. Milnor.....	415
Du Puy, Ada Orme.....	243
Ensworth, Jane.....	346
Ezekiel, Lucille F.....	401
Fallis, Edwina.....	39
Ford, Clara.....	404
Freeman, Frank N.....	348
Gage, Lucy.....	13, 109, 373
Gambrill, Bessie Lee.....	461
Hadley, Theodosia.....	313, 357, 469
Hansen, Rowna.....	157
Hill, Patty Smith.....	147
Hackett, John A.....	305
Hollister, Marjorie.....	345
Holmes, Margaret C.....	4, 324
Hulson, Eva Leah.....	78
Johnson, Emma.....	272
Kalamazoo Public Schools.....	133
Kern, Frances.....	87, 466
Leath, Mary.....	218, 273, 369
Lilly, Ada Ellen.....	364
Lyford, Genevieve.....	25, 257
Maney, Ruth.....	276
Martin, Helen.....	30
Martin, Helen Lawrence.....	230
McGaughy, J. R.....	291
McLaughlin, Katherine.....	18
Meador, Emma Grant.....	435
Minor, Ruby.....	269
Moore, Elizabeth.....	197
Morse, Mary Lincoln.....	464
Myers, Garry Cleveland.....	253
O'Hagan, Josephine.....	409
Parker, Beryl.....	116
Parrott, Hattie S.....	201
Pechstein, L. A.....	56
Phillips, Frank M.....	122
Rand, Winifred.....	128, 161, 310
Reynolds, Helen.....	416
Roberts, Margaret Manning.....	297
Roberts, Mildred Miles.....	302
Sangren, Paul V.....	70

Simpson, Mabel E.....	110
Shute, Mary.....	327
Slattery, Genevieve.....	362
Streitz, Ruth & Gradolf, Dorothy.....	396
Temple, Alice.....	38, 41, 43, 90, 137, 184, 233, 280, 328, 374, 425
Thompkins, Helen.....	418
Thurston, Flora M.....	205
Viemont, Bess.....	208
Vinal, William Gould.....	387
Vincent, Lee & Meek, Lois Hayden.....	154
Waddell, Charles.....	196
Walker, Margaret Ann.....	173
Ward, Lydia Avery Coonley.....	153
Webster, Elizabeth.....	347
Wheeler, Jean.....	210
Wheelock, Lucy.....	327

University of Cincinnati

SUMMER SESSION OF 1930

Two Weeks' Intersession in Education
June 9-June 21

First Term in Liberal Arts and Education
June 21-July 29

Second Term in Liberal Arts and Education
July 29-August 30

Eight Weeks' Science Courses
June 16-August 9

COME TO CINCINNATI

FOR THE SUMMER—Kindergarten and primary education with demonstration classes, every liberal arts, and education major field, music, sight conservation, manual and fine arts for elementary schools. Intersession with Lucy Gage (Peabody) on Childhood Education, Goodwin Watson (Columbia) on Psychology of Character. 128 courses. Superior recreational opportunities.

FOR THE YEAR—Childhood education programs leading to bachelor's and advanced degrees at kindergarten, primary, intermediate, and secondary levels. Courses integrated with summer school work.

For Bulletin Address

DEAN L. A. PECHSTEIN, DIRECTOR
University of Cincinnati, Cincinnati, Ohio

THE PROGRESSIVE EDUCATION ASSOCIATION

announces

an Affiliation with the

NEW EDUCATION FELLOWSHIP
OF LONDON

Joint Membership in the two organizations offers:

1. Subscription to PROGRESSIVE EDUCATION and the NEW ERA, the two magazines reflecting the newer tendencies in education the world over. Published monthly during the school year.
2. The professional services of both organizations, including assistance in solving home and school problems, school and teacher placement, bureaus of speakers, school visiting itineraries, school surveys, and vote in the annual conferences.

Progressive Education Association
10 Jackson Place
Washington, D. C. Dept. E.

Date _____

I wish to become a joint member of the Progressive Education Association and of the New Education Fellowship. Enclosed is my check for \$6.00. (If you are already a member of either organization enclose check for \$3.00.)

Name _____

Address _____

Are you going to Summer School? Send for Circular on The Institute of Progressive Education, June 23 to August 6, at Vassar College. Check _____ Send for list of P. E. A. publications. Check _____



Illustrating a few of the American Seating Company types of kindergarten seating. Scientifically proportioned to keep little bodies erect... posturally correct to protect mental and physical health. A preventative for that slump which pushes vital organs out of normal position and depresses vitality. American Seating Company correct kindergarten seating protects priceless health in those growing, formative years.



Giving America's Children! a finer, brighter future •

PROGRESS... innovation... speed... America goes forward! The telephone... the wireless... the radio... flash facts into our consciousness which become an accepted part of our daily lives. We forget discomforts of 50, 30, 20 years ago. *Today is here!*

Former school days are forgotten... the hard straight seats... the stiff backs... the physical strain of trying to get set, to be comfortable, to be at ease, bodily. Then—

Science put the spotlight on kindergarten posture—the relationship of body to mind. American Seating Company called in specialists. "Give kindergarten children," they were told, "the physically correct seating to mould fine bodies with fine minds—to give scientific, physical comfort that their minds may concentrate on the lessons before them when they are sent on to the elementary classrooms."

Today how few of us realize the importance of this American Seating Company decision. Thousands of kindergarten children were measured by specialists. Scientists in the classrooms and in our laboratories worked out exacting specifications. Now your pupil can sit in the kindergarten as science dictates. Chairs that are neither too high nor too low—that make it unnecessary for the child to climb up to sit down, and slide down to stand up. Chairs built so the feet rest firmly on the floor—so the body cannot slump. Kindergarten seating that makes it easy to sit erect—seats of correct dimensions front to back. Seating that favors graceful, comfortable sitting—that keeps shoulders back, chests out.

Posture correctness in the kindergarten is a vital need. The American Seating Company has made it possible. Will you give your pupils this contribution to a finer, brighter future?

To focus attention on Posture—this Free Poster

In three colors—17½ inches by 25 inches—interestingly illustrated so that even kindergarten children will understand the difference between good and bad posture, this poster is available in reasonable quantities. Hang it conspicuously in the kindergarten rooms. It will lay the foundation for an appreciation of good posture. Just fill in and mail the coupon. We will include, too, an interesting little booklet on Kindergarten comfort and seating. There is no obligation.



AMERICAN SEATING COMPANY C-8-8
14 East Jackson Blvd.,
Chicago, Illinois

Please send me, without obligation, () copies of your Kindergarten Posture Poster on correct sitting and your booklet "Kindergarten Comfort."

Name.....

Address.....

Position.....
(Indicate here whether you are Superintendent, Principal or Teacher)

American Seating Company



General Offices: 14 East Jackson Boulevard, Chicago, Illinois
Branches in All Principal Cities

BROADOAKS, Inc., School of Child Research

Graduate Kindergarten-Primary Training, one year, State Accredited
Nursery School, Kindergarten-Primary, Parental Education, Child Research

Resident Home for Children
Nursery School

Two to six years
Kindergarten

Summer Session 1930

714 WEST CALIFORNIA ST., PASADENA, CALIFORNIA

OBERLIN**Kindergarten-Primary Training School**

Prepares high-school graduates for Kindergarten and Primary teaching. Two- and three-year diploma courses. State teaching certificate. University-trained faculty. Cultural advantages of college town. Six attractive dormitories. Healthful location. Catalog.

THE REGISTRAR

123 Elm Street, Oberlin, Ohio

THE LESLEY SCHOOL

Kindergarten

Primary Training

Household Arts

Dormitory Accommodations

29 EVERETT STREET, CAMBRIDGE, MASS.

Telephone Dunkirk 4974

627 So. St. Andrews Pl.

MISS FULMER'S SCHOOL

LOS ANGELES, CALIFORNIA

Resident and Day School, from Kindergarten through Ninth Grade. French daily—native teacher. Music emphasized in all Grades. Kindergarten-Primary Education for young women who can meet requirements for entrance to the University of California. Four Year Course. School State Accredited.

MISS WOOD'S KINDERGARTEN

AND PRIMARY TRAINING SCHOOL

STELLA LOUISE WOOD, Principal

2017 BRYANT AVENUE, SOUTH

MINNEAPOLIS

MINNESOTA

PESTALOZZI FROEBEL TEACHERS COLLEGE

A KINDERGARTEN-PRIMARY COLLEGE

Located in Central Chicago on the Lake Front

Kindergarten, Primary, Playground Nursery School Courses. Accredited. Dormitory in best residential district of Hyde Park. Fine equipment. Send for catalog.

Address: REGISTRAR, Box 55
616 S. Michigan Avenue, Chicago, Ill.

PERRY KINDERGARTEN NORMAL SCHOOL

Founded in 1898 by Annie Moseley Perry.

Thorough training for kindergarten, primary and playground positions. University credits. Send for booklet, "Training Children."

HARRIOT HAMLEN JONES, Principal

25 Huntington Ave., Room 312

BOSTON, MASS.

ILLMAN TRAINING SCHOOL

for Kindergarten and Primary Teachers

Two Year Course

Residence for limited number

Miss A. T. ILLMAN, Principal

Box M, 4000 Pine St., Philadelphia, Pa.

THE WHELOCK SCHOOL

KINDERGARTEN AND PRIMARY TRAINING

Three-year Course

GRADUATE WORK IN THIRD YEAR

University Credits

100 Riverway, Boston

THE FANNIE A. SMITH**KINDERGARTEN TRAINING SCHOOL**

Two and three year courses. Residence for limited number.

Schools for Observation and Practice

Apply to FANNIE A. SMITH

1124 IRANISTAN AVENUE

BRIDGEPORT, CONN.

HARRIETTE
MELISSA **MILLS TRAINING SCHOOL**
KINDERGARTEN AND PRIMARY TEACHERS

68 FIFTH AVENUE, NEW YORK, N. Y.

Two- and three-year courses for kindergarten and primary teachers accredited by leading universities toward degree in Education. High standards. Excellent equipment. Exceptional residence facilities. Admission September and February. Send today for catalog E.

NATIONAL
Kindergarten & Elementary
COLLEGE

Prepares young women to teach children from nursery school through 8th grade. Diploma and degree courses. Cultural atmosphere. Student body of 500. Summer session opens June 20. Catalog. Box F40, Evanston, Illinois.

Kindergarten and Primary Training

Student residence located on beautiful North Side

35th year Accredited Progressive 3 Year Diploma

Graduates secure interesting positions

Address Registrar for Bulletin

CHICAGO TEACHERS COLLEGE

Dept. 2-804 WRIGHTWOOD AVE., CHICAGO, ILL.

CLASSIFIED ADVERTISING RATES

\$5.00 PER INCH

In writing to advertisers, please mention CHILDHOOD EDUCATION—it helps

bl
7
h
a
ul
le

l
s
a

